
Final Report

**TEACHER MANAGEMENT AND
REFORM STUDY, NWFP**

THE WORLD BANK

AND

**DEPARTMENT FOR INTERNATIONAL
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Issues and Policies Consultants

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List of Abbreviations

ADEO	Assistant District Education Officer
BA	Bachelor of Arts
BSc	Bachelor of Science
B.Ed	Bachelor in Education
DCO	District Coordination Officer
DDEO	Deputy District Education Officer
DEO	District Education Officer
DFID	Department for International Development
DG	District Government
DSC	Departmental Selection Committee
EDO	Executive District Officer
EMIS	Education Management Information System
EST	Elementary School Teacher
GCET	Government College for Elementary Teachers
GER	Gross Enrolment Rate
GP Fund	General Provident Fund
IRP	Institutional Reform Program
LC	Learning Coordinator
LTRC	Local Teacher Resource Centre
MA	Master of Arts
MNA	Member of the National Assembly
MPA	Member of the Provincial Assembly
MSc	Master of Science
M&E	Monitoring and Evaluation
NEAS	National Education Assessment System
PEAS	Provincial Education Assessment System
PLA	Private Ledger Account
PST	Primary School Teacher
PTA	Parent Teacher Association
PTC	Primary Teaching Certification
SSC	Secondary School Certification
S & L	Schools and Literacy Department
ToRs	Terms of Reference
UC	Union Council

1. EXECUTIVE SUMMARY

1.A. Introduction

1. This NWFP Teacher Management and Reform Study was jointly commissioned by the World Bank and the Department for International Development, UK to (a) identify the key issues in the management of the teaching force and (b) assess the progress of the education sector initiatives of the Institutional Reform Program (IRP). The study reviewed the policies on teacher management, identified the various reform measures introduced under the IRP and assessed their implementation through a field survey of 97 schools in four representative districts of the province (Mardan, Batagram, Lower Dir and Lakki Marwat).

1.B. Policies on Teacher Management

1.B.1 Structure of Teacher Management

2. Under the devolution framework launched in 2001, the district governments have been ostensibly provided administrative authority to deploy and transfer staff. However, the provincial government continues to play an instrumental role in the operational affairs of the devolved departments. For instance, the district government's ability to re-deploy staff on the basis of need is restricted by the bans on transfers imposed by the provincial government.

3. Managerial positions in the Education Department (e.g. those of ADEOs, DEOs etc) are filled by the existing stock of teachers on the basis of experience. However, employees who only have teaching experience are not equipped to perform the functions mandated to the managers of education services. Therefore, a policy for separating management and teaching cadres was instituted as a part of the Institutional Reform Program (IRP). However, a separate management cadre has not yet been formed because of political pressure and concerns raised by the education managers pertaining to the narrowing of promotion prospects after the separation of the teaching and management cadres for officers recruited in the management cadre.

1.B.2 Teacher Recruitment

4. Historically, the minimum qualification requirement for primary teachers was a matriculation and a Primary Teaching Certificate (PTC). In 2002, the provincial government raised the entry qualification requirement to an intermediate degree (FA/FSc) and introduced transparent, merit-based criteria for recruitment that allocates appropriate weights to academic and professional qualifications and teaching experience. With the objective to improve teacher punctuality and regularity, at least 75% of the advertised positions were to be filled by candidates residing within the Union Council in which the school is located. Relaxations in the academic qualification requirements were allowed in the case of female teachers applying for teacher positions in rural schools.

5. Under the revised policy, teachers were to be recruited on three-year contracts. However, the Education Commission established to evaluate the feasibility of continuing with contract appointments ruled that recruiting employees on the basis of contracts was advisable in the case of teachers. Eventually, the provincial cabinet decided to make contract teachers eligible for all the benefits available to regular teachers, with the exception of pensions.

6. The findings of the schools survey indicate that nearly half the schools received additional teachers during the IRP period. In addition, the majority of these teachers were made available through transfers rather than new appointments, indicating the government's commitment to a more efficient and rational utilization of human resources. However, the level of effectiveness of the rationalization exercise seems to have been compromised by political interference in re-deployment.

1.B.3 Implementation of Recruitment Policy and Related Issues

7. The key findings of the survey pertaining to the implementation of recruitment policies were: (a) the recruitment process was transparent and merit-based; (b) the system lacks flexibility because it does not permit teacher recruitment during the academic year; (c) there are no incentives for teachers to apply for positions in poorly located schools; and (d) the system does not reward candidates for primary teacher positions with qualifications in science subjects resulting in a shortage of teachers with adequate knowledge to teach Maths and Science to students in Grades 4 and 5.

1.B.4 Teacher Performance

8. Teachers in two districts were administered tests in Mathematics and Urdu to assess their subject knowledge as a proxy for quality. Male teachers performed significantly better than their female counterparts in both the Mathematics and Urdu tests. Close to 73% of the male teachers as compared with 30% of their female counterparts scored more than 75% in the Maths test. Similarly, a significantly larger percentage of male teachers, at around 86%, got more than 75% marks in the Urdu test, compared with close to 46% of the females who were similarly ranked.

1.C. Teacher Accountability

1.C.1 Recent Initiatives to Improve Monitoring and Supervision

9. The provincial government requires the EDOs (Education) to report on teacher absenteeism on a monthly basis in a format prescribed by the Education Department. These reports include information on the types of disciplinary actions taken by the district education offices against absent staff.

10. Head teachers in the bulk of the schools surveyed reported that officials conducted annual inspections and also visited the schools other than for the annual inspection.

1.C.2 Constraints to the Effective Enforcement of Accountability Measures

11. The excessive workload of the ADEOs, the political support received by teachers, and the issue of teacher unionism all served as major impediments to the effective enforcement of accountability measures.

12. Head teachers in only 10% schools surveyed had filed complaints against teachers but action was taken in only half of these schools. Almost half of them held the view that delaying salary payments was an effective way of disciplining teachers.

1.C.3 Teacher Attendance and Punctuality

13. Teacher absenteeism was regarded as a problem by head teachers in around 40% of the schools surveyed. On the day of the survey close to 15% teachers in boys' schools and 29%, in girls' schools were absent. Of the reasons reported for absenteeism, around 69% pertained to teachers' personal engagements and health problems.

14. Head teachers in 32% of the schools claimed that late arrival/early departure of teachers was an issue in schools. The survey findings revealed that 65% of teachers arrived at the school on time on the day of the survey. Close to 44% of the head teachers cited poor transport or road connections to schools as reasons for teachers turning up late.

1.D. Institutional Reform Program

15. The main initiatives under the IRP included the abolition of school fees, the provision of free textbooks for students in primary grades and steps to meet the shortage of essential facilities in schools.

16. Survey results revealed that: (a) all the schools surveyed had received free textbooks for the academic session 2004-05 (commencing April 2004); and (b) that households were no longer paying the monthly tuition fees.

17. Enrolment in elementary schools increased by as much as 15% between 2002-03 and 2004-05. The growth was stronger in the case of girls' schools.

18. Textbooks were viewed as having a more direct impact on enrolment relative to the abolition of school fees. Moreover, the distribution of free textbooks and the initiation of free schooling were viewed as having improved student attendance and retention rates.

1.D.1 PTAs

19. PTAs are provided funds for instructional materials and minor repairs based on the number of classrooms in the school. All PTAs of schools housed in government buildings reported receiving a total of Rs. 1,700 per classroom while they were eligible for a total of Rs. 3500 per classroom. Those in rented buildings claimed that they were not provided with funds for PTAs. PTAs also experienced considerable delays in the receipt of these cheques.

20. The lack of flexibility in the purposes for which PTA funds could be utilized has adversely affected the efficient and effective use of resources channeled through PTAs.

21. The survey results revealed that PTAs existed in almost all the schools visited. According to the members interviewed, the functions of the PTAs were largely restricted to ensuring the provision of essential facilities/consumables and encouraging parents to enroll children in schools rather than monitoring teacher presence and performance.

1.D.2 Provision of Essential Facilities

22. The education reforms initiated under the IRP included a program to provide missing basic facilities such as boundary walls, latrines, drinking water supply, additional classrooms etc.

23. Under this program, priority was to be accorded to the provision of basic facilities to girls' primary schools. Survey findings confirmed this preference given to girls' schools since only around 10% of the girls' schools surveyed reported that some essential physical facilities were still missing in their schools.

24. Although only a small proportion of the girls' schools were reportedly still without some essential facilities most of the schools visited had not been provided any physical or other basic infrastructure during the currency of the IRP.

1.D.3 Teacher Training

25. Under the IRP, at least one teacher per primary school was required to have been trained during 2002-03 to 2003-04 while 20% of the head teachers and head masters were to be trained in administrative matters during 2004-05 to 2005-06.

26. The vast majority (90%) of head teachers reported that at least one of their teachers had been trained during the previous two years. Similarly, most of them (84% of the head teachers of primary schools and 67% of those of middle schools) admitted having being trained in administrative and financial powers.

1.E. Other Issues and Observations

27. The vast majority of the respondents held the view that student learning had been positively affected by raising the teacher qualification requirements and by reverting to a mode of contract appointments.

28. Local school holidays and additional responsibilities assigned to teachers did not result in the loss of substantial instructional time in the schools surveyed and the more serious issue that was affecting the schooling environment was teacher absenteeism and punctuality

1.F. Recommendations

1.F.1 Modification of Weights in Recruitment Criteria

29. To address the shortage of teachers with adequate knowledge to teach Science and Mathematics to students of grades 4 and 5, candidates with Science and Maths backgrounds should be given higher weightage in evaluating applicants for primary teacher positions.

1.F.2 Relaxation of Age Requirements

30. In remote areas, the government should consider relaxing the age requirements to broaden the base of potential candidates for recruitment without necessarily compromising on the academic quality of the intake.

1.F.3 Recruitment of Locals as Teachers

31. While 75% of the teacher positions are required to be filled by residents of the same union council it is proposed that in areas better equipped in terms of quality of human capital and with a larger pool of candidates with the necessary academic qualifications to choose from, the criteria could be further tightened to only consider the remaining 25% applicants from the same tehsil in which the school is located.

1.F.4 Teacher Certification System

32. Once the teacher salary budget has been allocated to a particular school and any position becomes vacant, the district government should be permitted to recruit a teacher to fill the vacancy provided provincial guidelines are met and approval has been granted by the Departmental Selection Committee. To limit the potential for political abuse in the recruitment process, a pool of teachers (certified by an independent body that is recognized by the government) could be created from which teachers could be hired to fill vacant positions as and when the need arises.

1.F.5 Enhancing Salary Packages for Poorly Located Schools

33. The government should consider enhancing the salaries of teachers appointed to poorly located schools to provide an incentive for potential teachers to apply for positions in such institutions

1.F.6 Incentives for Teachers for Improving Qualifications

34. While an incentive mechanism is in place for primary school teachers to enhance their academic qualifications, no direct benefits accrue to graduate primary school teachers, except over a longer time frame. There is a need to put in place a system that mechanically, and on a more immediate basis, rewards primary teachers who acquire a bachelor level academic qualification, perhaps by automatically granting them Grade 11.

1.F.7 Rationalization of Teacher Positions

35. To check political interference in teacher redeployment, rationalization exercises should be based on detailed information on teacher attributes. This would require the

development and maintenance of a database on teachers that would supplement the database of school-specific information being presently compiled and managed by the NWFP EMIS.

1.F.8 Re-defining the Radius of Teacher Deployment

36. To reduce the adverse consequences of politically motivated transfers, the provincial government should consider the possibility of making teachers tehsil or union council cadre so as to reduce the radius within which teachers can move.

1.F.9 Teacher Training

37. A separate cadre for teacher educators should be established to improve the quality of teacher training. In addition, a needs assessment exercise should be conducted prior to the initiation of in-service teacher training courses.

1.F.10 Enhancing the Effectiveness of PTAs

38. PTAs should have greater freedom to decide the use of funds provided to them by district governments. The allocations of funds at the disposal of the PTAs should also be increased to help promote greater community ownership of schools within the locality. Moreover, PTA funds should be distributed to schools on the basis of enrollments rather than on the basis of classrooms.

1.F.11 Granting Operational Autonomy to District Governments

39. District governments should be fully empowered to manage and redeploy staff transferred to them.

1.F.12 Improving the Distribution of Free Textbooks

40. The distribution of textbooks to schools needs to be better planned. The provincial government should coordinate with the district governments to ensure the receipt of textbooks in districts well before the start of the academic year.

1.G. Policy Matrix

Main Areas	Key Issues and Constraints	Section Ref.	Recommendation	Section Ref.
Devolution of Service Delivery to District Governments (DGs)	Limited authority with district governments to manage staff (e.g. bans on transfers imposed by provincial government)	3.C	Grant district governments greater operational autonomy	7.F.1
Teacher Recruitment	Posts of teachers who resign cannot be filled until the next recruitment drive.	3.E.7	- Empower District Governments to recruit teachers during the year - Flexibility to utilize budgetary resources for filling vacancies - Establish pool of certified teachers.	7.B.5
	Shortage of teachers with	3.E.7	Additional weightage for	7.B.1

Main Areas	Key Issues and Constraints	Section Ref.	Recommendation	Section Ref.
	adequate knowledge to teach Maths and Science to students in Grades 4 and 5.		candidates with Science and Maths backgrounds.	
	Low academic qualifications among candidates for primary teachers in remoter areas	3.E.1	Relax age requirement for primary teachers to broaden the base for potential candidates	7.B.2
Teacher Deployment	Re-deployment efforts adversely affected by political interference in teacher rationalization.	3.E.4	Teacher re-deployment efforts should be routed through a systematic process based on detailed information on teacher attributes to be maintained by EMIS	7.D.1
			Primary teachers to be made tehsil or union council cadre to reduce radius within which they can be transferred	7.D.2
Teacher Compensation	Lack of incentive to work in remote areas.	3.E.7	Enhance salaries of teachers in poorly located schools	7.C.1
	Lack of incentives for primary school teachers to become graduates	3.F.1	Establish a mechanism that incentivizes primary teachers to upgrade their qualification; grant grade 11 to graduate primary teachers automatically	7.C.2
Teacher Accountability	Expected positive impact of recruiting local teachers on teacher punctuality and attendance	4.C.5	In areas better equipped with human capital, restrict recruitment of primary teachers to residents of the same tehsil	7.B.3
Parent Teacher Associations	Lack of flexibility in the purposes for which PTA funds can be utilized has constrained efficient use on need basis	5.C	Greater freedom to PTAs to determine the use of funds on the basis of need	7.E.1
	Lack of ownership of schools by community and PTAs	5.C	Enhance allocation of funds for PTAs.	7.E.1
			Distribute funds on the basis of enrollments instead of number of classrooms.	7.E.2
Teacher Training	Teacher trainers are not adequately qualified and trained as teacher educators	5.D	Consider establishing a separate cadre for teacher educators	7.D.3
	Lack of a mechanism to identify the varying needs of teachers to be trained	5.D	Conduct needs assessment exercise prior to the initiation of in-service teacher training courses.	7.D.3
Provision of Free Textbooks	There were some delays in the distribution of textbooks to schools. Also, most schools received the textbooks in batches.	5.B.2	The provincial government should coordinate with the district governments to ensure the receipt of textbooks in districts well before the start of the academic year.	7.F.2

2. INTRODUCTION AND SURVEY METHODOLOGY

2.A. Objectives and Scope of the Study

41. This NWFP Teacher Management and Reform Study was jointly commissioned by the World Bank and the Department for International Development, UK, to: (a) identify the key issues in the management of the teaching force which affect the quality of schooling; and (b) assess the degree to which the initiatives under the Institution Reform Program (IRP) of the NWFP government were implemented. The task was to be accomplished through interviews of principal stakeholders at the provincial and district levels and supplemented by carrying out a field survey of a randomly selected sample of schools in four representative districts of the province.

42. To address the objectives of the study, policies pertaining to teacher management – recruitment, deployment, promotion, transfer and monitoring and supervision – were reviewed and compared with the practice by conducting a survey of a sample of schools in four representative districts of NWFP. The information gathered from the responses to the survey questionnaire (Appendix II) was used for conducting analysis and developing policy and procedural recommendations.

43. In addition, the study examined the impact of the various initiatives under IRP such as the abolition of school fees, provision of free textbooks to children in primary classes, separation of management and teaching cadres, strengthening of Parent Teacher Associations (PTAs) through provision of funds and delegation of some authority aimed at their empowerment to influence the schooling environment in general and service delivery in particular, and provision of essential infrastructure to schools.

44. After the survey had been completed in the first two districts, i.e. Mardan and Lakki Marwat, it was also decided to test teachers in Mathematics and Urdu using an instrument designed for students who had completed grade 3¹ and their performance and quality compared using parameters like teacher qualification and gender. The NEAS designed tests administered to teachers were those used to test teachers and students in a survey in Punjab to assess teacher performance and quality².

45. The results of the survey were instrumental in developing recommendations for enhancing teacher performance and improving the efficiency and effectiveness of the teacher management system and the environment for schooling.

46. The ToRs also required a comparison to be conducted between student enrollments and data collected during the schools survey on teacher sanctioned posts and actual numbers of those posted against these positions and the data maintained by the

¹ Tests were administered to teachers in two districts only, i.e. Lower Dir and Batagram, to assess their level of knowledge and comprehension of concepts.

² Issues and Policies Consultants, "Teacher Management Study", sponsored by the World Bank and the Department for International Development, UK, February 2005¹.

EMIS, to assess the degree of accuracy and validity of the official records. Section 6.P reflects on the differences in the two data sets without providing reasons for these differences while the detailed tables are attached as Appendix VI.

2.B. Selection of Districts and Schools for Detailed Survey

47. A sample of 97 schools was selected from a total of 7 tehsils in four districts (Mardan, Lakki Marwat, Lower Dir and Batagram) for the detailed survey. The districts were selected jointly by the World Bank and the Schools and Literacy Department of the Government of NWFP, to get a representative mix of educationally advanced and backward regions of the province.

48. As specified by the ToRs (Appendix I), initially, a sample of 75 schools was to be surveyed in the province. However, once the survey was underway, it was discovered that middle schools included only grades 6, 7 and 8, contrary to the situation in other provinces, where middle schools include grades 1 to 8. Therefore, the associated primary schools in the same locality, which had different EMIS codes, were treated as separate schools and surveyed, thereby increasing the sample size to 97 schools.

49. Moreover, it was not possible to survey all the schools initially identified by the consultant team since a total of 8 schools in the districts of Mardan and Lower Dir could not be located, for a number of reasons including incorrect addresses in the EMIS database. Similarly, in the districts of Lower Dir and Batagram, some roads were closed because of recent rains, snow and landslides. As a result, a total of 7 schools initially selected for administering the survey instrument could not be reached due to road blocks and in Lakki Marwat, a total of 7 schools could not be reached on account of security reasons. In addition, a total of 6 schools were found to be locked and non-functional in Lakki Marwat and Batagram³. (The initial list of schools along with the list of schools that were actually surveyed is attached as Appendix III). The summarized information on the level and gender of schools eventually surveyed is provided in Table 1 below.

Table 1: Level and Gender of Schools Surveyed

Level	Primary		Middle		Total (B)	
School	No.	(%)	No.	(%)	No.	(%)
Boys	35	47.9	11	45.8	46	47.4
Girls	38	52.1	13	54.1	51	52.5
Total	73	75.3	24	24.7	97	100.0

2.C. Selection of Surveyed Schools

50. The surveyed schools were selected at random from the data provided by the NWFP EMIS, which contained the following information:

- EMIS code of the school
- Name of the institution

³ During our field survey in the same districts, we came across an additional 4 schools that were closed.

- Type and level of school
- Presence of contract teacher

51. A stratified sample of schools was selected to ensure adequate representation of boys', girls', primary and middle schools, along with those having contract teachers. Since a small number of schools in the NWFP have contract teachers, our sample was deliberately biased to include as many schools that contained contract teachers as was possible, which led to the ratio of contract teachers to regular teachers in our sample to be 12%, which was greater than the overall ratio of contract teachers to regular teachers in the province. Table 2 provides information on the number of teachers (regular and contract) in the schools surveyed (see detailed Table V.1).

Table 2: Number of Teachers - by Type of Employment

School	Teachers	Number	Percentage (%)
Boys	Regular	217	51.7
	Contract	23	5.5
Girls	Regular	153	36.4
	Contract	27	6.4
Total (A)	Regular	370	88.1
Total (B)	Contract	50	11.9
Total (C)		420	100.0

2.D. Meetings with the Provincial Government

52. The consultant team held discussions with the Special Secretary and other key officials of the Schools and Literacy Department of the Government of NWFP to obtain information on official policies and practices pertaining to recruitment, appointment, deployment, promotion and transfers of both regular and contract teachers. Information was also gathered on provincial policies, rules and regulations with respect to disciplining of staff, and procedures, institutional arrangements and mechanisms for holding personnel accountable for service delivery.

53. Discussions were held regarding the education sector interventions under the IRP and feedback was obtained from the provincial government regarding the stage of implementation and the impact that these policy initiatives have had on enrolment levels and quality of schooling. The team obtained a copy of the notification on PTAs and on the separation of the management and teaching cadres.

54. The team also obtained a copy of the criteria and the policy governing the recruitment of contract teachers and interviewed relevant officials on the merits and demerits of the policy.

55. Finally, the Provincial Government was requested to inform the district governments of the visits by the survey teams so that they could assist them during the survey.

2.E. Administrative and Logistical Arrangements for the Survey

56. Prior to the commencement of the survey, the team had extensive internal meetings to finalize arrangements on logistics, administration, supervision and monitoring of the survey. Both the content of the survey questionnaire and the distribution of the responsibilities of different team members were discussed at length.

57. In all, the survey was conducted by four surveyors – two males and two females, who were responsible for conducting the survey in boys' and girls' schools respectively and amongst them covered a total of four schools per day.

2.F. Meetings with the District Government

58. The consultant team also held discussions with district government officials with regard to teacher management and redeployment practices. Discussions were held on issues relating to contract appointments and on initiatives launched under the IRP, such as teacher rationalization, role of PTAs, free textbooks etc. District officials highlighted the problems faced by teachers and delineated their own monitoring responsibilities and the nature of their supervisory visits while outlining the constraints to effective community participation. They also reported on the stage of implementation of the physical infrastructure development program.

2.G. Survey of the Schools

59. One of the main reasons for surveying schools was to gather information on teacher presence and to elicit the views of head-teachers/teachers on teacher availability and presence, factors constraining school performance, the extent and level to which IRP initiatives had been implemented and the impact that these have had on school operations. Members of PTAs (or other parent/community members) were also interviewed during these visits to get their opinion on these and other issues affecting the functioning of schools.

60. The questionnaire developed for the purpose of the survey was pilot tested in a few schools in the district of Mardan and revised in the light of the results of this exercise. The finalized questionnaire was divided into the following five sections:

- Survey Questionnaire A: General Observations
- Survey Questionnaire B: Questionnaire for Head Teacher
- Survey Questionnaire C: Teacher Questionnaire
- Survey Questionnaire D: Questions for Students of Grades 4 or 5
- Survey Questionnaire E: Parent Teacher Association Members

61. At the school, the surveyors:

- Determined the number of sanctioned teacher positions had been vacant
- Obtained the current enrolment as well as that of the previous two years

- Prepared an inventory of essential facilities such as furniture, number of classrooms, electricity, drinking water, toilets and consumables (black boards, chalks, stationery etc.)
- Collected information on contract and regular teachers with respect to their academic and professional qualifications, number of years of teaching experience etc.
- Collected information on teachers who were absent and those who arrived late/departed earlier from school.
- Enquired if PTA funds had been received and the purpose for which they were being used.
- Collected information on the number of days that teachers were on leave during the previous two months and those absent without prior notice on the day of the visit.
- Queried teachers on other duties assigned to them by the government.
- Captured information on the impact of IRP initiatives on the functioning of schools
- Queried students on the conduct of teachers

2.H. Survey Methodology

62. Unannounced visits to four schools per day were carried out by the surveyors by arriving at the schools prior to the official commencement of the school day. In each school, the surveyor interviewed the head teacher/teachers, reviewed the attendance registers, checked for late arrival of teachers, administered tests to teachers (in Lower Dir and Batagram) and interviewed students as well as members of the PTA. Lastly, the surveyor would leave the school premises and return to the school half an hour prior to school closure time, to check for early departure of teachers.

3. POLICIES ON TEACHER MANAGEMENT

3.A. Introduction

63. This section reviews provincial and district policies on teacher management. It also presents the results of the performance of teachers in the Mathematics and Urdu in tests administered in two of the surveyed districts (Lower Dir and Batagram) to assess the subject knowledge of teachers as a proxy for quality.

3.B. Key Issues and Indicators of the Education Sector

64. NWFP's elementary education indicators are reflective of the high social demand for education in the province. The primary gross enrolment rate at 77% compares favorably with the national average of 72%. However, while the primary GER for males are a remarkable 97%, the relevant figure for females is a substantially lower 56%, highlighting the wide gender differential at the primary level in the province. Similarly, there are large differences in the GERs for males and females at the middle level with a GER of 52% for boys and a much lower 23% for girls, as compared with the national averages of 45% and 35% for males and females respectively⁴.

65. Based on the data compiled by the NWFP EMIS, primary and middle enrolment in government schools grew at a steady, and not so conspicuous, rate of around 4% and 3% per annum respectively, during the time-period 2001-02 to 2003-04. Moreover, of the 22,000 functional primary schools, close to 4,400 are one teacher schools, affecting the quality of instruction provided in these institutions. Refer to Section 6.C for a discussion on the impact of the lack of teachers.

66. Historically, the efficacy of the delivery system in government managed institutions has been constrained by the lack of adequate resource flows to education coupled with the inefficient deployment of funds and other resources (especially teachers) earmarked for the sector. Resultantly, there is a large inventory of schools that lack essential physical and other infrastructure such as boundary walls, potable water, toilets and basic furniture. In addition, the frequency and the nature of provision of key complementary non-salary inputs, such as supplementary materials, class room consumables and funds for clearing utility bills, has been deficient, adversely impacting upon the quality of service provision.

67. The quality of public education has also been affected by a number of other factors including: (a) the low levels of educational attainment of the teaching force; (b) the weak accountability mechanisms in place for ensuring teacher presence and service delivery; (c) the weak mechanisms for providing on-going instructional support to teachers; and (d) the uneven quality and inadequate coverage of the training courses administered to teachers.

⁴ The source for the enrolment figures given here is the PIHS 2001-02.

3.C. Post Devolution Arrangements

68. Prior to the devolution initiative of 2002, the delivery of education services within the province was the responsibility of the provincial government. However, following the decentralization of a number of departments of the provincial government to the operationally and financially empowered district governments, the provision and management of schooling up to the secondary level now forms part of the mandate of the district governments. Resultantly, primary and elementary teachers (up to the basic pay grade 14) have now been transferred to the district government⁵; secondary school teachers, however, continue to be part of the provincial cadre.

69. Whereas district governments have been ostensibly provided administrative authority and the necessary powers to manage their affairs, in practice the provincial government continues to play an instrumental role in the operational affairs of the devolved departments. For instance, not only does the provincial government approve the advertisement of new teacher positions by the district governments and has representation in the committees formed for recruiting elementary teachers, it also places bans on the transfer of teachers, thereby limiting the district government's ability to re-deploy staff on the basis of need.

70. Moreover, district governments are constrained by the inadequate skill base of their staff and lack of knowledge to perform their budget related responsibilities to improve the efficiency and effectiveness of government spending.

3.D. Structure of Teacher Management

71. Managerial positions in the Education Department (e.g. those of ADEOs, DEOs etc) are filled by the existing stock of teachers on the basis of experience. However, employees who only have teaching experience are not equipped to perform the functions mandated to the managers of education services. Moreover, since managers can be posted again as teachers any training imparted to enable them to fulfill their administrative and managerial obligations tends to go to waste.

72. The initiatives taken by the provincial government to enhance the capacity of the education managers (DEO, DDEO, ADEOs, etc) include the preparation of job descriptions of supervisory staff and the development of a training program for staff involved in the management of education. The first cycle of training was conducted but by the time the second round could be initiated a number of officers trained during the first phase had been posted to schools, resulting in the wastage of scarce resources.

73. Therefore, a policy for separating management and teaching cadres was instituted as a part of the Institutional Reform Program (IRP). Under this policy, recruitments for the management cadre were to be conducted by the Public Service Commission. In the first phase, only existing government employees (in the same salary grade as the position being advertised) were eligible to apply for the advertised positions in BPS 16 to 19.

⁵ There are at least 60,000 primary teachers in the province.

Positions that were not filled during the first phase were to be re-advertised and offered to other candidates.

74. Provincial government officials confirmed that the rules for the separation of the management and teaching cadres had been notified. The provincial Public Service Commission had advertised the management positions and had even started accepting applications before the process was stopped as a result of political pressure, concerns raised by the education managers and the objections of the staff of the Education Department.

75. Teachers and junior officials of the Education Department questioned the rationale for requiring education managers to apply for positions in the same salary grade as the one they presently held while those in other sectors (e.g. health) were not required to do the same⁶. They also complained about the narrowing of promotion prospects for officers recruited in the newly formed management cadre since they would not qualify for promotions to teaching positions after the separation of the teaching and management cadres. Moreover, since vertical or even horizontal mobility would, in most cases, require a transfer out of the district of residence, the individual would have to bear a heavy cost, both financially and socially. Furthermore, officials were unsure, and thereby apprehensive about, the service rules that would apply in the case of the newly formed cadres.

76. District officials were of the view that the establishment of a separate management cadre would result in a large number of officials being posted to districts other than the place of their domicile due to the scarcity of posts to which they could be appointed within the district. The increased prospects of being dislocated were regarded as a major adverse outcome of the policy relating to the separation of management and teaching cadres.

77. There were indications of political resistance to the separation of the two cadres as well, since the role of politicians in transfers and postings would be curtailed after the formation of the management cadre (especially if transfers were merit driven).

3.E. Teacher Recruitment

3.E.1 Academic Qualifications

78. Historically, teachers with low qualifications were hired to teach primary grades. The minimum qualification requirement for primary teachers was a matriculation and a Primary Teaching Certificate (PTC).

79. In 2002, the provincial government raised the entry qualification requirement to an intermediate degree (FA/FSc) with a PTC or a one and a half year diploma in Education. In the case of rural areas where female candidates with the requisite academic

⁶ Officials also questioned the reason why this policy was only being implemented in the North Western Frontier Province.

qualifications were not available, the requirements could be further lowered to the completion of elementary education (on the basis of a certificate of completion of middle level at a registered school, which was countersigned by the EDO S&L) on a case to case basis.

80. The results of the schools survey revealed that most, 54%, of the teachers were matriculates or had done their intermediate. Those who were graduates or had a master's degree, especially teachers in middle schools, had acquired these qualifications in Pashto, Islamiyat, Arabic and Urdu. Moreover, the finding that a greater proportion of male teachers were graduates and post graduates (as discussed in Box 1 below) provides some justification for the provincial government's initial decision to provide flexibility in the academic requirement for teacher positions in girls schools. Refer to Box 1 for a detailed analysis of the academic and professional qualifications of the teachers present in the schools surveyed.

Box 1: Academic and Professional Qualifications

Overall, 32% of the teachers in the schools surveyed were matriculates; 22% had done their intermediate; close to 25% were graduates while the remaining 21% were post-graduates (Table V.2). However, of the 420 teachers, 10 male regular teachers had not even done their matriculation and possessed certificates in religious education instead.

Approximately 68% of the contract teachers had acquired at least a bachelors degree as compared with 43% of the regular teachers, indicating that the newly recruited contract teachers were somewhat more academically qualified than their regular counterparts. In addition, while 51% of all male teachers were graduates and post graduates, a much lower, 39% of female teachers had acquired these qualifications. The difference in the proportion of male and female teachers with at least a graduate degree is the starkest in the case of contract teachers with 87% of male teachers as opposed to 52% of female teachers of the same category*. Overall, 61% of the female teachers were not graduates (they were matriculates or had acquired intermediate degrees) as compared with 49% of male teachers who were not graduates (Table V.2).

The survey results show that, on average, the academic qualifications of teachers in Lower Dir and Mardan were higher than those of teachers in Lakki Marwat. For instance, while 55% and 51% of the teachers in Lower Dir and Mardan respectively were at least graduates, the percentage of teachers with bachelors and higher qualification was a lower 43% in the case of Lakki Marwat. However, in line with general expectations, the academic qualifications of the teachers were the lowest in the relatively backward district of Batagram where a majority, 51%, of the teachers were matriculates while only 26% possessed graduate and post graduate degrees (Tables V.3, V.4, V.5 and V.6).

The majority of the teachers (close to 59%) appointed to the schools surveyed had acquired a Primary Teaching Certification (PTC); 26% of them had completed CT courses while 17% had B.Ed degrees (Table V.7).

* As for regular teachers, 47% of the male teachers and a lower, 37%, of the female teachers were graduates and above.

81. Realizing the need to introduce transparency and reduce the potential for political abuse in teacher appointments, the criteria for recruitment devised by the provincial government allocates appropriate weights to academic and professional qualifications and teaching experience. For instance, the different marks for academic and professional

qualifications of a candidate applying for the position of a primary school teacher are composed of the following⁷:

- SSC (30 marks)
- PTC/Diploma in Elementary Education (30 marks)
- FA/FSc (20 marks)
- BA/BSc (10 marks)
- MA/MSc (5 marks)
- Experience (maximum of 5 Marks)
 - 3 years (5 Marks)
 - 2 years (3 Marks)
 - 1 year (2 marks)

82. Moreover, marks awarded to the candidate for the qualifications listed above are calculated as follows: (marks obtained/total marks) multiplied by the maximum weight for this qualification (e.g. 30 marks for SSC); thereby accounting for the performance of the candidate in the relevant degree. Refer to Appendix IV for the breakdown of marks for academic and professional qualifications for elementary teachers and senior English teachers.

3.E.2 Contract Mode of Appointment

83. Under the revised recruitment policy teachers were hired on contract for a duration of three years. The objectives of instituting contract based recruitments of teachers included: (a) reducing the overall financial obligations of the government; (b) making the recruitment process speedier and more efficient; (c) improving the performance of teachers; and (d) improving accountability mechanisms (since the contract could be terminated for lack of discipline or casual attitude towards duty).

84. The terms of the contract allow for the extension of the contract employment period by one-year, based on teacher performance. Alternatively, the contracts of teachers against whom complaints are registered or whose students perform poorly can be terminated before the maturity of the contract, by giving two months notice (or by paying two months salary). Similarly, teachers wishing to resign prematurely are required to give two months notice or pay an amount equivalent to two months salary.

85. Consistent with the policy to recruit new teachers on a contract basis, the survey results show that the percentage of contract teachers had gradually increased over the period 2002-03 to 2004-05. Therefore, while contract teachers accounted for less than 3% of all teachers in the survey sample in 2002-03, they accounted for as much as 12% of all teachers by 2004-05 (**Table V.8**).

⁷ Revised in 2003.

3.E.3 Evaluation and Subsequent Revision of Contract Policy

86. An Education Commission was established in December 2003 to evaluate the feasibility of continuing the policy of contract appointments. It ruled that the policy of recruiting employees on the basis of contracts was not a feasible arrangement for public education. The Commission's view was that the public education sector was being poorly served by this policy as motivation levels of contract teachers were being affected by the lack of job security. They felt that the morale of contract teachers was low and they showed lack of interest in teaching and were irregular in their attendance. The low level of job satisfaction was prompting a number of contract teachers to resign. In the absence of a system for filling the resulting vacant positions in a timely manner the schools from where these teachers had resigned faced a shortage of teachers for long periods thereby adversely affecting the delivery of education services to children. The Commission, therefore, recommended that the Education Department should be exempted from the policy to recruit all future employees on the basis of contracts.

87. Eventually, the provincial cabinet decided to make contract teachers eligible for all the benefits available to regular teachers, with the exception of pensions. Thus, all contract teachers are now eligible for: (a) the same number of leaves as regular teachers and (b) annual increments. They can also participate in the benevolent and contributory provident funds but cannot be members of the GP Fund.

88. In view of the lack of security of tenure of contract teachers, district officials were of the opinion that contract teachers should have been eligible for higher salaries than regular teachers.

89. Since contract teachers are now transferable and are no longer employed on facility specific contracts, the expected improvements in accountability are likely to remain elusive with possibilities for politically motivated transfers re-arising.

3.E.4 Rationalization of Teacher Positions

90. To ensure a more equitable and efficient allocation of teachers (Refer to Section 3.G.2.2 on teacher deployment during 2002-03 to 2003-04) the provincial government decided to conduct a rationalization exercise prior to the recruitment of new (contract) teachers. The survey findings on student-teacher ratios reveal that these do not vary greatly from the prescribed norm of 40 students to one teacher for the majority of the schools surveyed. Less than 22% of the schools had student-teacher ratios of 15 and below, indicating the presence of surplus teachers while another 14% had more than 40 students per teacher, reflecting a shortage of teachers in these schools⁸ (Table 3).

⁸ According to provincial government officials, the need for redeployment is evident in schools with the number of teachers exceeding student enrolment.

Table 3 - Distribution of Student Teacher Ratios (excluding Class Kachi)

School	< 10		10-15		15-20		20-30		30-40		> 40	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	2	4.3	7	15.2	4	8.7	17	37.0	11	23.9	5	10.9
Girls	5	9.8	7	13.7	7	13.7	16	31.4	7	13.7	9	17.6
Total	7	7.2	14	14.4	11	11.3	33	34.0	18	18.6	14	14.4

91. However, in some areas, problems were encountered in the re-deployment of teachers. For instance, while the district government of Peshawar reported re-deploying close to 600 teachers to other schools on the basis of need, all these transfers were eventually reversed after political pressure was brought to bear by MNAs and MPAs. Therefore, while a teacher re-deployment exercise was conducted in the province, the level of its effectiveness seems to have been severely curtailed by political interference in the rationalization process.

3.E.5 Procedure for Recruitment of Teachers

92. The district government is responsible for placing advertisements for the recruitment of new teachers after they have received the requisite approvals from the provincial government. Contract appointments for BPS 1 to BPS 10 are made on the recommendations of the Departmental Selection Committee (DSC) whereas contractual appointments from BPS 11 to BPS 15 are made on the recommendations of the NWFP Public Service Commission.

3.E.6 Recruitment of Local Teachers

93. Expecting local teachers to be more punctual and regular, at least 75% of all the advertised teacher positions were to be filled by candidates residing within the Union Council in which the schools were located.

3.E.7 Issues Related to Implementation of Recruitment Policies

94. Provincial officials confirmed that the recruitment process had become more transparent and merit based during the past few years. The scope for political discretion had been effectively tackled by making the selection process purely qualification driven and by discontinuing with the system of allocating weights for the interview component.

95. As described above, realizing that local teachers tend to be more regular as compared to non-locals, the provincial government relaxed the minimum academic qualifications for hiring female primary teachers for some areas where there was a lack of adequately qualified local candidates⁹. However, this flexibility in recruitment was then extended to both male and female teachers in the entire province after members of the provincial assembly objected to the apparent discrimination in the implementation of the recruitment policy.

⁹ In the districts of Kohistan, Dir Upper, Batagram, Buner, Hangu and Shangla, two union councils in Haripur and Godoon Amazai in district Swabi, the minimum qualification requirement was further lowered to the completion of elementary level schooling.

96. Commenting on the implementation of the recruitment policy, provincial education officials mentioned instances where fake middle school certificates were submitted by some applicants creating problems for the Education Department in dealing with court cases filed by the applicants when they were not recruited as primary school teachers.

97. An issue highlighted with respect to the recruitment process is the failure of the system to reward those with qualifications in sciences. Some primary school teachers have difficulty in grasping scientific concepts that they are supposed to teach (primarily owing to their low academic qualifications). They are required to teach all subjects to the class/classes assigned to them because there are no subject specialists at the primary level. Resultantly, there is a lack of teachers with adequate knowledge to teach Science and Math to Grades 4 and 5.

98. A major weakness in the current system relates to the lack of flexibility in the system to allow for teacher recruitments during the academic year. Presently, teachers are recruited on the basis of annual recruitment drives and hence replacements cannot be made for teacher vacancies arising during the year (e.g. due to retirement, transfers or deaths of teachers).

99. In addition, the system does not provide an incentive for teachers to apply for positions in poorly located schools since there is no difference in the compensation paid to teachers based on the location of the schools to which they are appointed.

100. Some of the other issues related to recruitment that were brought out by discussions with provincial officials include the following:

(a) In districts such as Kohistan and Batagram even individuals with low educational attainments have been able to use their political connections to become school teachers.

(b) The minimum qualification for a Science teacher (CT) is a BSc in at least two of the three pure science subjects (Physics, Chemistry and Biology). Candidates who did not meet this requirement and possessed BSc degrees in other subjects (e.g. Double Math and Stats) were able to obtain court decisions in their favor thereby hindering the implementation of the provincial policy.

3.F. Compensation

101. Primary school teachers are entitled to different salary grades according to their qualifications. Table 4 below provides information on the salary grades applicable to primary school teachers.

Table 4: Academic and Professional Qualification

Academic and Professional Qualification	BPS
Intermediate + PTC/Diploma in Elementary Education	7
Matric/PTC + 3 years diploma in Elementary Education	7
Intermediate	6
Matriculation	5
Elementary school graduate	4

3.F.1 Promotion Policies and Incentives to Improve Qualifications

102. The main factors taken into consideration while promoting teachers include the number of years of service (seniority) and proficiency as reflected in their Annual Confidential Reports. Therefore, whenever a vacancy arises, the senior-most teacher in the cadre is assigned to the position based on his/her past performance.

103. Until 2001, teachers, like all civil servants, were entitled to higher salary grades on the basis of 'selection grade' or 'move over'. Under the policy of 'selection grade', there were a stipulated number of higher level positions for a specified number of employees in lower level grades. Therefore, teachers (selected on the basis of their seniority) were awarded a higher salary grade on the basis of this ratio. The policy on 'move over' entitled employees a transition to a higher grade on attainment of the maximum salary prescribed for that grade. In December 2001, the government discontinued both these bases for enhancing salary grades.

104. Teachers are entitled to receive additional allowances after upgrading their academic qualification to a level above the minimum qualification required for their respective posts. For example, primary school teachers (PTC) who upgrade their qualifications to an intermediate degree are granted Grade 9. Similarly, elementary school teachers (CT) who acquire a bachelors degree are automatically promoted to Grade 14.

105. Moreover, primary school teachers who upgrade their qualifications and attain intermediate and CT qualifications are eligible to apply for the position of elementary school teacher (Grade 9) in an open competition. Under a quota system, 75% of the vacant positions for Elementary School Teachers are reserved for in-service teachers. Within the existing pool of adequately qualified in-service teachers, these positions are awarded on the basis of experience gained after attaining a higher professional qualification (CT).

106. Similarly, 75% of the vacant positions for Secondary School Teachers are reserved for in-service teachers - primary and elementary school teachers who upgrade their academic qualifications and attain bachelors and B.Ed degrees. Within the existing pool of adequately qualified in-service teachers, these positions are awarded on the basis of experience gained after enhancement of qualifications (BA and B.Ed).

107. Historically, primary school teachers could be promoted to the position of Learning Coordinators (Grade 11) on merit-based criteria that included seniority and qualifications attained. However, the posts of Learning Coordinators have been abolished¹⁰. Resultantly, there are no prospects for the promotion of PTC/Primary School Teachers (PSTs). Their career paths are now somewhat restricted.

3.G. Teacher Deployment

3.G.1 Teacher Deployment and Transfer

108. The main criterion determining the deployment of teachers to schools is the need to maintain student-teacher ratios of close to 40 students to one teacher. However, teachers have to be transferred for a combination of teacher specific and management related reasons. The teacher specific reasons for requesting transfers include personal reasons such as the desire to be located in schools closer to their homes or in schools more accessible by public transport. The administrative reasons for re-deploying teachers include concerns for filling teacher vacancies to achieve an efficient distribution of teachers among schools.

109. Decisions pertaining to the deployment of teachers are taken by the District Posting/Transfer Committee. The composition of the committee is as follows:

▪ District Coordination Officer	Chairman
▪ Executive District Officer (Education)	Member
▪ Representative of the District Nazim	Member
▪ District Officer concerned (Primary/Secondary)	Member
▪ Representative of the Schools and Literacy Department	Member
▪ Representative of the District Coordination Officer	Member

110. The DCO is the Chairman of the committee responsible for taking decisions on teacher deployment issues and is empowered to appoint or overrule the decisions of the EDO Education in these matters. The Executive District Officer (Education) does not have any authority over staff beyond Grade 16.

111. As mentioned earlier, the provincial government has placed a ban on the transfers of staff from the Schools and Literacy Department since March 2003. This ban is lifted only in the month of July and any transfers during the rest of the year require a special permission from the provincial Minister of Education¹¹. The district governments, therefore, are not able to re-deploy teachers based on need. However, district officials reported the continuance of politically motivated transfers during the year despite the ban. Political interference in transfers was viewed as a factor adversely affecting the implementation of disciplinary measures against recalcitrant staff. Political interference in the appointments and transfers of teachers was confirmed by our survey results in

¹⁰ The provincial government abolished 771 LC positions in 2001.

¹¹ Initially, the ban was lifted during the months of March and July. The revised notification was issued in July 2004.

which close to 30% of the teachers (30% and 27% of the regular and contract teachers respectively) admitted having invoked political support for their current position/posting.

3.G.2 Survey Results on Teacher Deployment

3.G.2.1 Vacant Sanctioned Positions

112. Information on vacant sanctioned positions is an indicator of the effectiveness of the measures taken by the provincial government to deploy teachers to schools in an equitable manner. The survey revealed that close to 11% of the sanctioned positions in the schools visited were presently vacant. While only 4% of the sanctioned positions had not been filled in boys' schools, a higher proportion, 18%, of the positions were vacant in girls' schools (Table 5). The main reasons provided for existing vacancies in schools remained to: (a) the delays in the replacement of teachers who were transferred; and (b) a lack of a mechanism to recruit teachers to fill vacancies arising during the academic year. While the above mentioned reasons accounted for 48% and 17% of the responses provided for positions remaining vacant, another 16% were linked to the time lag involved in filling new teacher positions which had been created in these schools. (Table 5.9).

Table 5 - Vacant Sanctioned Positions

School	Sanctioned Positions	Vacant Sanctioned Positions	
	No.	No.	%
Boys	251	11	4.4
Girls	220	40	18.2
Total	471	51	10.8

113. Lack of replacements for teachers transferred from these schools was the predominant reason for positions remaining unfilled for almost three years. However, in the case of positions which had become vacant in the recent past (within a period of three months or less) another widely stated reason (accounting for 36% of the responses) was the creation of new teacher positions which had not been filled as yet (Tables V.10, V.11 and V.12).

3.G.2.2 Teacher Deployment during 2002-03 to 2004-05

114. As explained above, the provincial government undertook a teacher rationalization exercise for a more efficient allocation of teachers. The findings of the survey revealed that nearly half the primary schools (40% of the boys' and 58% of the girls' schools) and 75% of the middle schools (64% of boys' schools and a higher, 85% of girls' schools) were provided with additional teachers during the IRP period (2002-03 to 2004-05). Overall, approximately 57% of the teachers provided to these elementary schools during this period were made available through transfers rather than new appointments, indicating the government's commitment to a more efficient and rational utilization of human resources (Table 6).

Graph 1: New Teachers Provided to Primary Schools

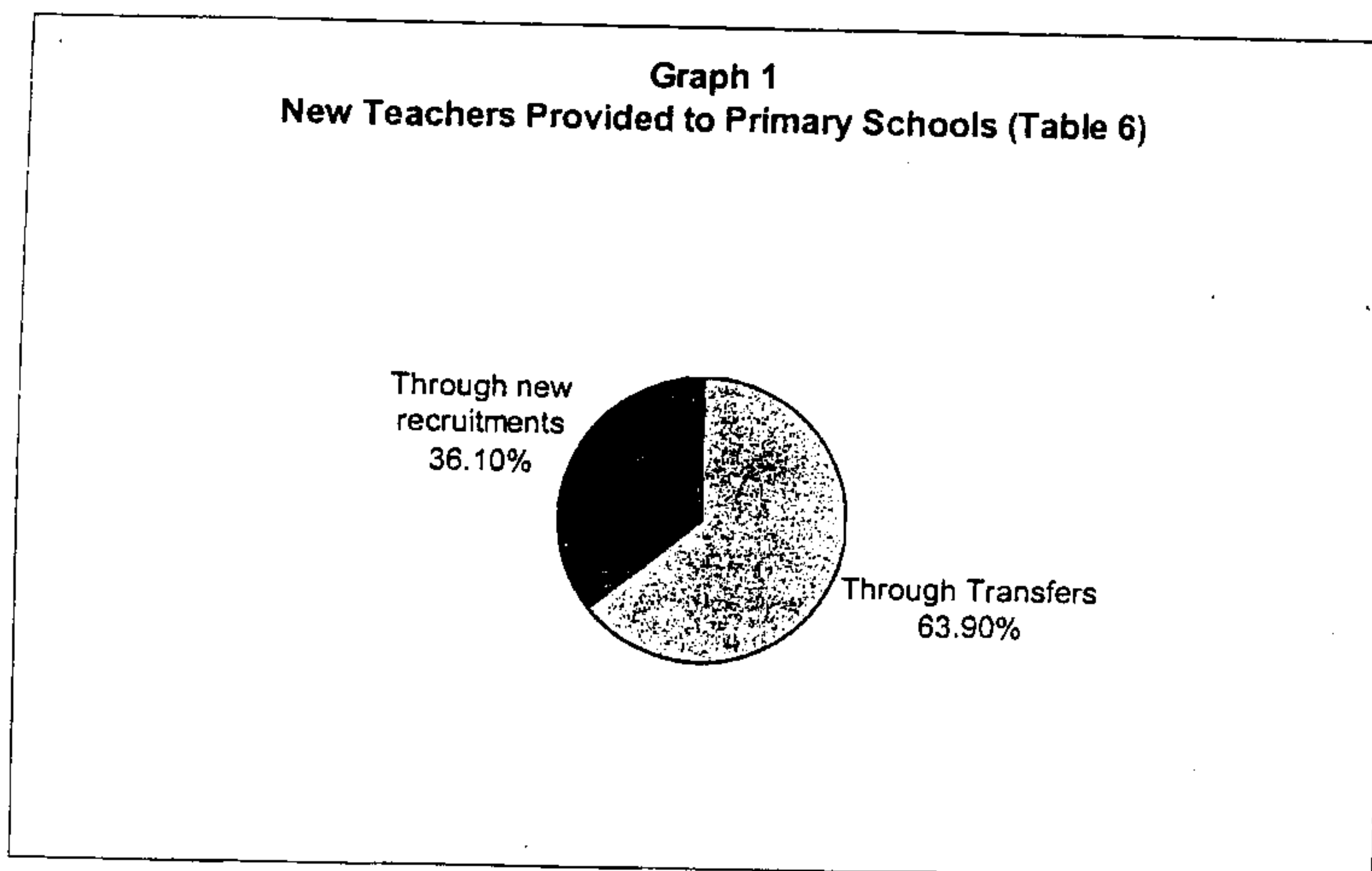


Table 6 - Teachers Provided to Schools during 2002-03 to 2004-05

Schools		Schools provided with new teachers		No. of Teachers Provided			
				Through Transfers		Through new recruitments	
		No.	%	No.	%	No.	%
Primary	Boys	14	40.0	14	56.0	11	44.0
	Girls	22	57.9	32	68.1	15	31.9
Middle	Boys	7	63.6	2	22.2	7	77.8
	Girls	11	84.6	10	47.6	11	52.4
Sub-total	Boys	21	45.7	16	47.1	18	52.9
	Girls	33	64.7	42	61.8	26	38.2
Sub-total	Primary	36	49.3	46	63.9	26	36.1
	Middle	18	75.0	12	40.0	18	60.0
Total:		54	55.7	58	56.9	44	43.1

115. Of the total number of teachers (102) provided to schools during this period, the majority, more than 72%, were made available reasonably quickly; 44% were provided immediately while the remaining 28% were deployed within a period of six months after the vacancy had arisen at the school. Only a small percentage, less than 13%, were posted to schools more than six months after the positions had been created in these institutions (Table V.13). However, it must be noted that the analysis presented above on the time taken to fill vacant positions is only restricted to teacher positions that eventually got filled. There are a number of posts that have remained unfilled for a fairly long period (Refer to the discussion on vacant sanctioned positions-Section 3.G.2.1).

116. Disaggregation of data by level of school showed that a higher percentage of replacements for vacant positions were made immediately in the case of middle schools (57%) as compared with primary schools (39%); although a greater proportion of the overall positions were filled within a period of three months in the latter category (76%) as compared with the former (63%). Moreover, roughly the same proportion of the replacements of vacant teacher positions were made within a period of three months in boys' and girls' schools (71% and 74%). (Table V.13)

3.H. Teacher Performance

117. This section provides an overview of teacher performance in the tests administered to them during the survey. Since the ratio of contract teachers to regular teachers within the survey sample was a mere 12%, and given the decision, taken much later during the survey, to administer the tests in just two districts, we were of the view that not much would be learned from an analysis of the test results on the basis of the nature of teacher employment contract. Hence, this section only looks at the performance of teachers on the basis of gender and academic qualifications.

3.H.1 Differences in Performance by Gender

118. In the Maths test, a higher proportion of female teachers, just over 23%, failed the test as compared to the male teachers who failed the test, approximately 7%. Conversely, a lower percentage of female teachers, 30%, scored more than 75% marks as opposed to their male counterparts of whom close to 73% performed equally well (Table 7).

Graph 2: Marks of Teachers in Maths

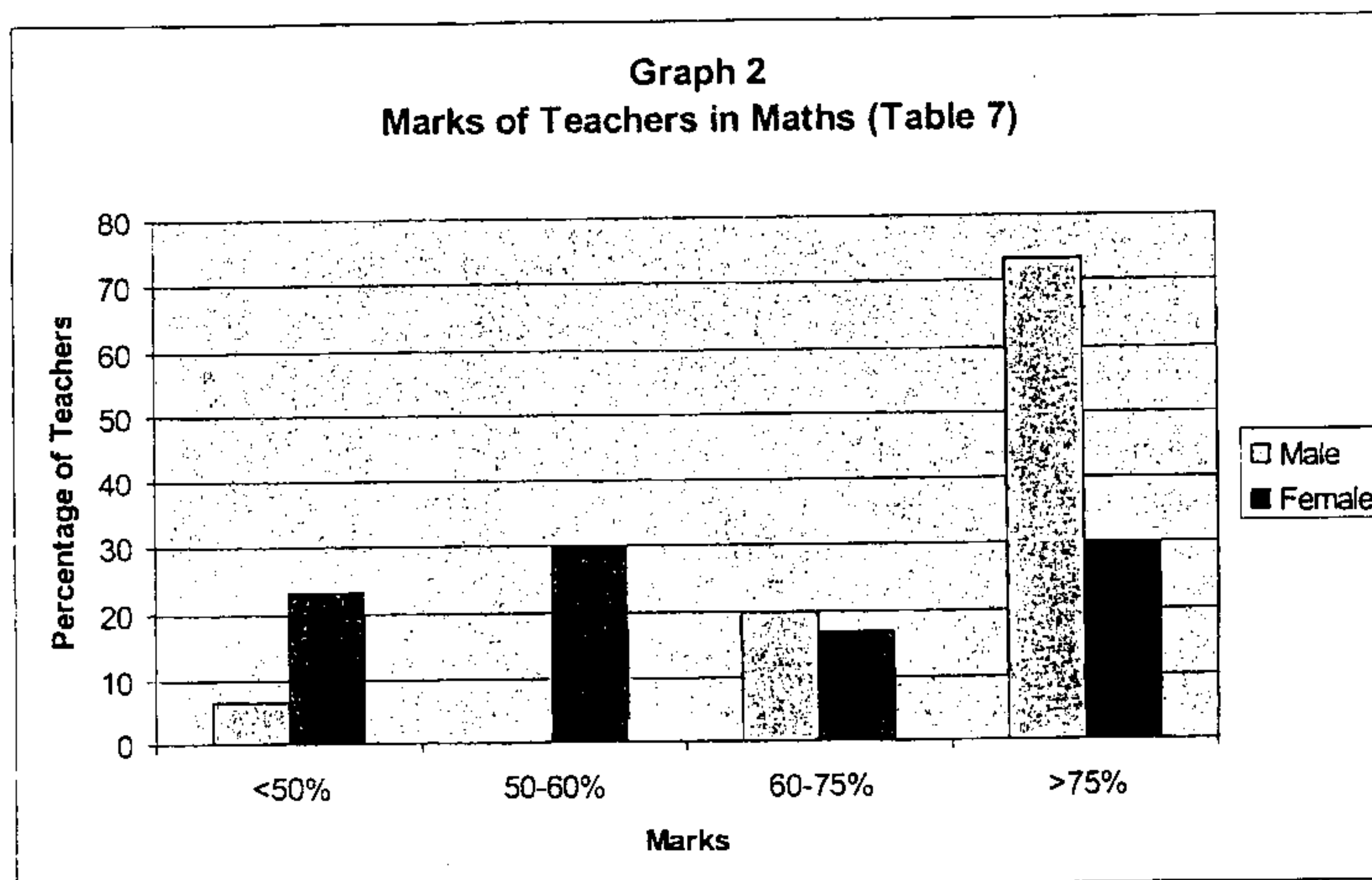


Table 7 - Marks of Teachers in Maths by Gender

Gender	< 50%		50-60%		60-75%		> 75%	
	No.	%	No.	%	No.	%	No.	%
Male	2	6.7			6	20.0	22	73.3
Female	7	23.3	9	30.0	5	16.7	9	30.0

119. In Urdu, while none of the male teachers who sat the test failed it, approximately 21% of the female teachers who took the test were not able to get pass marks. As was the case in Maths, a significantly larger percentage of male teachers, at around 86%, got more than 75% marks compared with close to 46% of the females who were similarly ranked (Table 8).

Table 8 - Marks of Teachers in Urdu by Gender

Gender	< 50%		50-60%		60-75%		> 75%	
	No.	%	No.	%	No.	%	No.	%
Male			1	3.6	3	10.7	24	85.7
Female	7	21.2	2	6.1	9	27.3	15	45.5

3.H.2 Differences in Performance by Level of Academic Qualification

120. Since there was only one teacher each in the sample of tested teachers whose academic qualification was a matriculate or who had completed 12 years of schooling (intermediate), it was decided not to rank them on the basis of academic qualifications. Even when the scores of teachers whose qualifications were either matriculation or a bachelors' degree were compared, no significant difference was found between their scores.

3.H.3 Teacher Performance by Level of Teacher Training

121. When teacher scores were analyzed on the basis of the period for which they had received training, no clear trend or correlation was found between these two variables perhaps because the vast majority of the teachers in the schools surveyed (especially permanent/regular teachers) had attended at least one training course in recent times. Moreover, the in-service teacher training program conducted under the auspices of the NWFP Education Department is generally perceived to be better in terms of coverage, content, and outcomes than the teacher training programs in other provinces. This may also have impacted positively on the performance of teachers in the tests administered to them. The average marks of these regular teachers were slightly higher than the average scores attained by the regular teachers administered the same tests in the Punjab Teacher Management Study referred to earlier¹².

¹² The average marks obtained by regular teachers in Mathematics and Urdu in the Punjab were 63 and 75 while regular teachers in NWFP attained slightly higher scores of 67 and 78.

4. TEACHER ACCOUNTABILITY

122. This section reviews the current status of teacher accountability structures and systems and the institutional arrangements for the monitoring and supervision of schools and presents the findings of the survey on the implementation and effectiveness of the recent measures to improve the practices related to these oversight functions. It also presents the findings of the survey on the level of teacher absenteeism and the extent to which teachers generally adhere to school timings and includes the results of interviews with head teachers and other stakeholders regarding these issues.

4.A. Monitoring and Supervision

4.A.1 Recent Initiatives to Improve Monitoring and Supervision

123. Each district has an Education Committee that works with the EDO Education and also reports to the provincial government. The District Education Committee is responsible for approving the monitoring plans of the respective ADEOs.

124. The provincial government requires the EDOs (Education) to report on teacher absenteeism on a monthly basis in a format prescribed by the Education Department. These reports include information on the types of disciplinary actions taken by the district education offices against wayward and absent staff and are compiled by the Monitoring and Evaluation Section of the Education Department.

125. The procedure for taking action against teachers found to be excessively absent from school includes initiating inquiries, asking for explanations, issuing show cause notices and warnings, preparing charge sheets, delaying salary payments and in some cases even suspending or terminating their services. Provincial and district education officials also reported deducting teachers' salaries as a means of penalizing them for casual attitude towards duty even though they are not legally permitted to take such an action against civil servants. A survey of the type of report produced periodically on actions taken against teachers appears as Table 9 below.

Table 9 - Disciplinary Action by District Authorities (January – October 2004)

Disciplinary Action	Nos.
Inquiry under process	319
Explanation called	784
Show cause notice issued	5
Charge sheeted	19
Warning	290
Salary deducted	1,494
Salary delayed	848
Service Suspended	158
Service Terminated*	47
Total	3,964

126. There is a separate section of the provincial Education Department devoted to the monitoring and evaluation functions. However, the M&E officials complain that a lot of their time is taken up in processing queries raised by members of the provincial legislature regarding the activities of the education department, making it difficult for them to focus on their core responsibility of monitoring and evaluation. Provincial government officials perform visits to some district offices to verify information on teacher absenteeism forwarded to them by the respective EDO office.

4.A.2 Nature of Supervision

127. ADEOs are required to conduct between two to three visits per school in a year. The timing of the annual inspection is communicated to the school while the other visits are ostensibly unannounced.

128. An ADEO is responsible for 50 to 60 schools (in Mardan). He/she is required to review teacher and student attendance registers, query students on subjects taught and providing instructional support to teachers during a supervisory visit. Plans for school visits have to be submitted to the respective DEO and EDO (Education) for approval.

129. Around 86% of the head teachers reported an annual inspection in their school during the previous year, while all of them claimed that an official had visited the school last year other than for the annual inspection.

4.B. System for Disciplining Teachers

4.B.1 Perceptions and Experience of District Officials

130. Respondents also reported instances where teachers had requested to be transferred to remote areas possibly because they expect poorly located schools to be less frequently monitored and supervised.

4.B.2 Constraints to the Effective Enforcement of Accountability Measures

131. ADEOs voiced concerns on their excessive workload. In view of the absence of a system to ensure a regular flow of information from the schools to the district education office they reported that a lot of their time was spent dealing with requests for information collected on a need-to-know basis (Mardan).

132. The political support received by teachers is a major handicap in improving teacher accountability. In district Mardan, the ADEOs mentioned the case of 35 female primary school teachers (including contract teachers) who were suspended on disciplinary grounds in September 2004 but were able to get orders reversed within three months since they were politically well connected.

133. Considering the difficulties of proceeding against staff under the Civil Servants Act, the most potent instrument for disciplining staff is a transfer to a remote location. The withdrawal of such a threat as a result of the enforcement of the ban on transfers has

diluted, if not compromised the effectiveness of District Governments in delivering services.

134. Teacher unionism was regarded as a major impediment to the effective enforcement of accountability measures. It was claimed that all important political parties in the NWFP had established their own, separate teacher unions for each cadre (PST, CT, etc).

4.B.3 Survey Results on Accountability Systems – Responses of Head Teachers

135. Merely 10% of the schools surveyed (Table V.14) had filed complaints against teachers but action was taken in only 50% of such schools. Among the reasons provided for no action being taken, around 67% pertained to political patronage and the rest were related to weak legislation for effective enforcement (Table V.15).

136. In the opinion of 48% of head teachers, one of the most effective ways of disciplining teachers was to delay salary payments. Deductions from salary for days absent and transferring teachers to another school were also considered to be effective measures for disciplining teachers in around 20% of the schools surveyed (Table 10).

Table 10 - Mechanisms for Disciplining Teachers as Suggested by Head Teacher

School	Suspension		Transfer		Deductions from salary for days absent		Stop annual increment for a year		Delay salary payment	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	2	3.4	15	25.4	3	5.1	4	6.8	35	59.3
Girls	8	11.1	11	15.3	23	31.9	2	2.8	28	38.9
Total	10	7.6	26	19.8	26	19.8	6	4.6	63	48.1

137. A large majority of the head teachers reported that DEOs or DDEOs visited schools either once a year or more, with around 87% of the respondents claiming this to be the case. Similarly, around 66% of the head teachers reported that the ADEOs had visited their institution at least once in every three months or less (Table 11 – detailed Table V.16).

Table 11 – Supervision by Authorities

Frequency of visits by DEOs/DDEOs										Frequency of visits by ADEOs									
More than once a year		Once a year		Once every two years		After more than three years		Never		Monthly		Once every three months		Once every three to six months		Six months to a year		After more than a year	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
22	22.7	62	63.9	6	6.2	3	3.1	4	4.1	34	35.1	30	30.9	15	15.5	15	14.4	4	4.1

138. Also, around 69% of the respondents admitted that a district official had visited the school within the previous three months, while only two reported that a district official had visited more than a year ago (Table 12), with approximately 65% claiming

that the official who visited had stayed at the school for up to half an hour. Around half of those interviewed, 53%, stated that district officials had either performed routine work involving examination of registers etc. in the school or had had a general discussion with the head teachers (Table V.17).

Table 12 – Most Recent Visit by District Official

School	District Official's Visit							
	In the last three months		Four to six months ago		Almost a year ago		More than one year ago	
	No.	%	No.	%	No.	%	No.	%
Boys	41	89.1	5	10.9				
Girls	26	51.0	18	35.3	5	9.8	2	3.9
Total:	67	69.1	23	23.7	5	5.2	2	2.1

4.C. Teacher Attendance and Punctuality

4.C.1 Introduction

139. This section presents the survey findings on teacher presence and punctuality and outlines the views of district officials, head teachers, and teachers on various aspects of these issues.

4.C.2 Teacher Absenteeism as Reported by Head Teachers

140. Teacher absenteeism was acknowledged to be a problem by head teachers in around 40% of the schools surveyed, with approximately 62% of head teachers admitting that it was an issue related only to regular teachers and a substantially lower proportion of head teachers, under 3%, claiming that it was a problem specific to contract teachers. Moreover, a relatively larger percentage of head teachers in girls' schools, at 47%, reported absenteeism a problem as compared to around 33% of head teachers in boys' schools who classified it similarly (Table 13 – detailed Table V.18).

Table 13 – Teacher Absenteeism as reported by Head Teachers

School	Teacher Absenteeism a Problem							
	Both regular and contract teachers		Regular teachers only		Contract teachers only		Total	
	No.	%	No.	%	No.	%	No.	%
Boys	4	26.7	11	73.3			15	32.6
Girls	10	41.7	13	54.2	1	4.2	24	47.1
Total:	14	35.9	24	61.5	1	2.6	39	40.2

3 Findings on Teacher Absenteeism on Day of Survey

On the day of the survey 15% of the teachers in boys schools and close to 29% of the teachers in girls schools were absent (Table 14). There was only a marginal difference between the attendance of regular and contract teachers who were absent on the day of the survey, at 21% and 24% respectively. Of the teachers who were absent, around 36% of the male teachers and approximately 70% of the female teachers had given prior notice for not turning up for duty (Table V.19).

Graph 3: Teachers Absent on Day of Survey

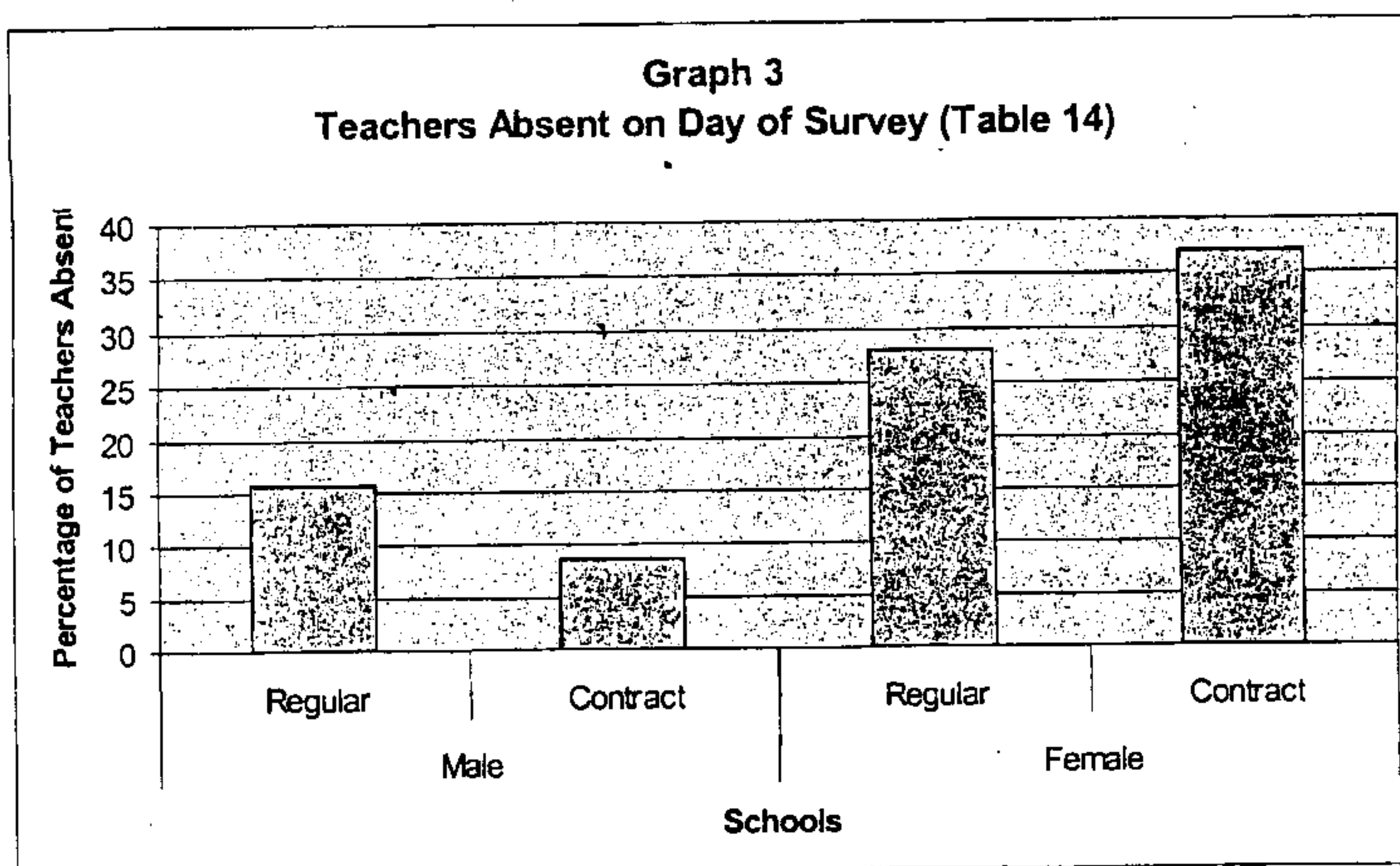


Table 14 – Teachers Absent on Day of Survey

Schools		Teachers Absent	
		No.	%
Regular	Male	34	15.7
	Female	43	28.1
Contract	Male	2	8.7
	Female	10	37.0
Sub-total	Male	36	15.0
	Female	53	29.4
Total:		89	21.2

4.C.4 Reasons for Teacher Absenteeism as Reported by Head Teachers and Teachers

142. Several reasons were cited by head teachers for teacher absenteeism. Of the reasons stated, around 69% pertained to teachers' personal engagements and health problems. A higher percentage of head teachers in girls' schools as compared to boys schools gave these reasons since females have a greater obligation to perform domestic responsibilities and household chores and are compelled to stay back home not only when they themselves are sick but also when there is an illness in the family. Poor transport or road connections were also regarded as problems that aggravated teacher absenteeism by 14% of head teachers. Close to 9% of the head teachers also cited schools being too far away as a reason contributing to teacher absenteeism (Table 15 – detailed Table V.20).

Table 15 – Reasons for Teacher Absenteeism as Reported by Head Teachers

School too far away from home		Poor transport or road connections to school		Health reasons/personal engagements		Others		Total
No.	%	No.	%	No.	%	No.	%	No.
17	8.8	28	14.4	134	69.1	15	7.8	194

143. The teachers who were interviewed during the course of the survey reported similar reasons for absenteeism, with 72% expressing the opinion that absenteeism was owing to personal engagements, health reasons and being obligated to perform household chores while just under 17% mentioned poor transport or road connections to school as reasons for teachers being absent (Table 16 – detailed Table V.21).

Table 16 – Reasons for Teacher Absenteeism

Poor transport or road connections to school		Have to perform household chores/health reasons		Personal engagements		Others		Total
No.	%	No.	%	No.	%	No.	%	No.
69	16.5	166	39.8	134	32.1	48	11.5	147

4.C.5 Suggestions by Head Teacher and Teachers for Improving Teacher Attendance

144. In schools where the head teacher had classified teacher absenteeism to be a problem, approximately 38% considered the appointment of locals to schools as an effective way of improving teacher attendance. Moreover, around 31% of the teachers considered better transport or road connections to schools as reasons important for improving teacher attendance, while 22% of head teachers regarded disciplinary mechanisms as an effective instrument for improving attendance (Table 17 – detailed Table V.22). In addition, approximately 48% of the teachers interviewed claimed that attendance of regular teachers can be improved by putting in place a system that offers better career paths and/or promotion opportunities. Almost 37% of the teachers regarded postings closer to homes an effective measure for improving attendance of regular teachers (Table V.23).

Table 17 – Measures to Improve Teacher Attendance as Reported by Head Teachers

Effective disciplinary mechanisms		Better transport/road connections to school		Appointment of locals to schools		Others		Total
No.	%	No.	%	No.	%	No.	%	No.
17	22.1	24	31.2	29	37.7	7	9.1	77

4.C.6 Teacher Punctuality as Reported by Head Teachers

145. Head teachers in 32% of the schools claimed that late arrival/early departure was an issue in schools. Of these schools, approximately 90% reported punctuality as a problem in the case of regular teachers whereas close to 71% stated it to be a problem in the case of contract teachers (Table V.18).

4.C.7 Findings on Teacher Punctuality on Day of Survey

146. The survey findings revealed that 65% of teachers arrived at the school on time. Around 32% of the teachers got in half an hour late and less than 3% came to school more than an hour late (Tables 18 – detailed Table V.24). Teachers arrived on time primarily because 62% of them were locals and resided within the same union council in which the school was located. Moreover, on the whole, it took 62% of the teachers half an hour or less to reach school (Table V.25). Of the teachers who reached school within 15 minutes, as many as 94% of them resided within the village or the union council in which the school was located. It was taking around 40% of the teachers residing in the same union council almost an hour to get to school largely because of the hilly terrain or poor communication networks (Table V.26).

Graph 4: Teacher Punctuality on Day of Survey

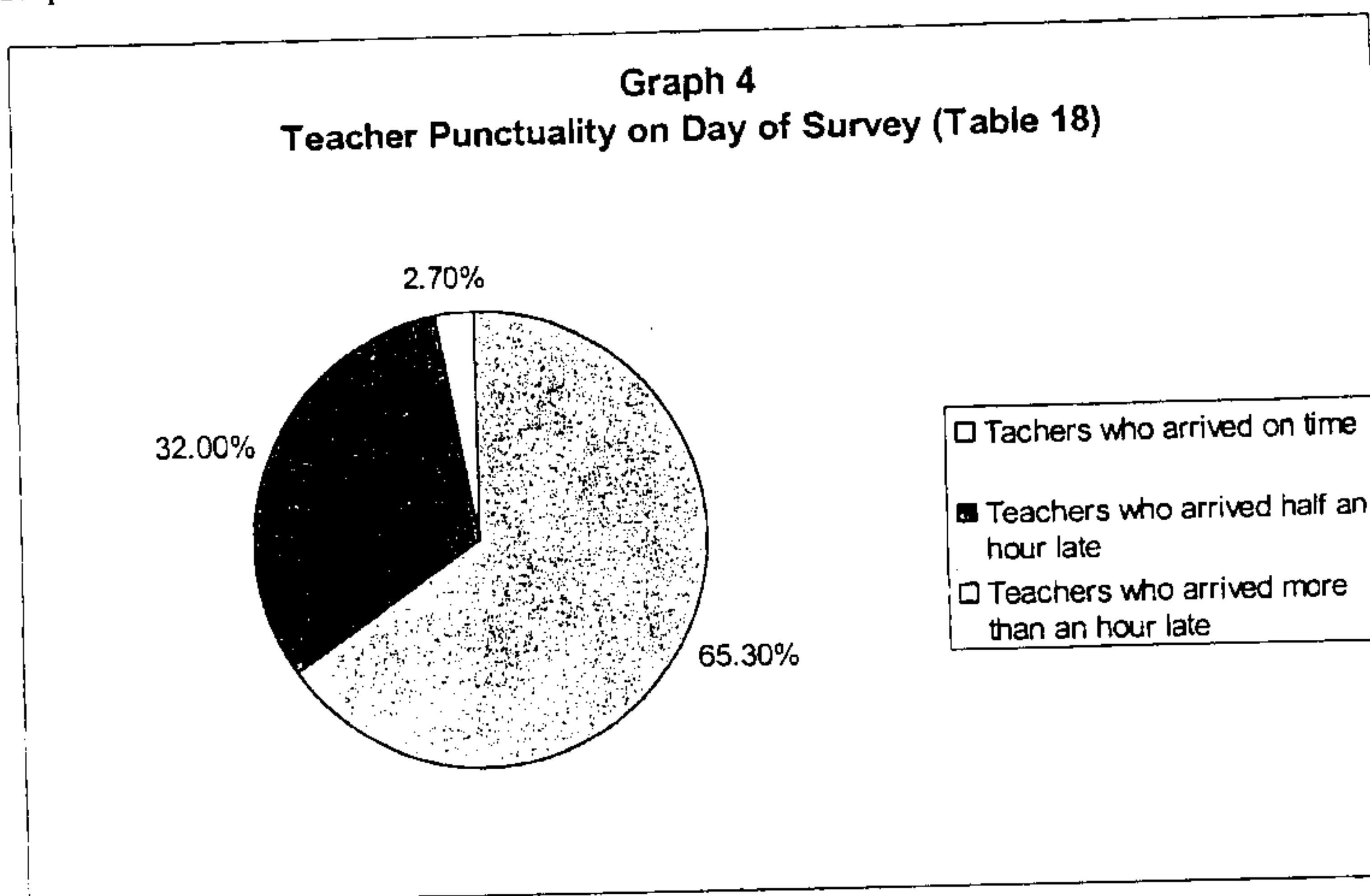
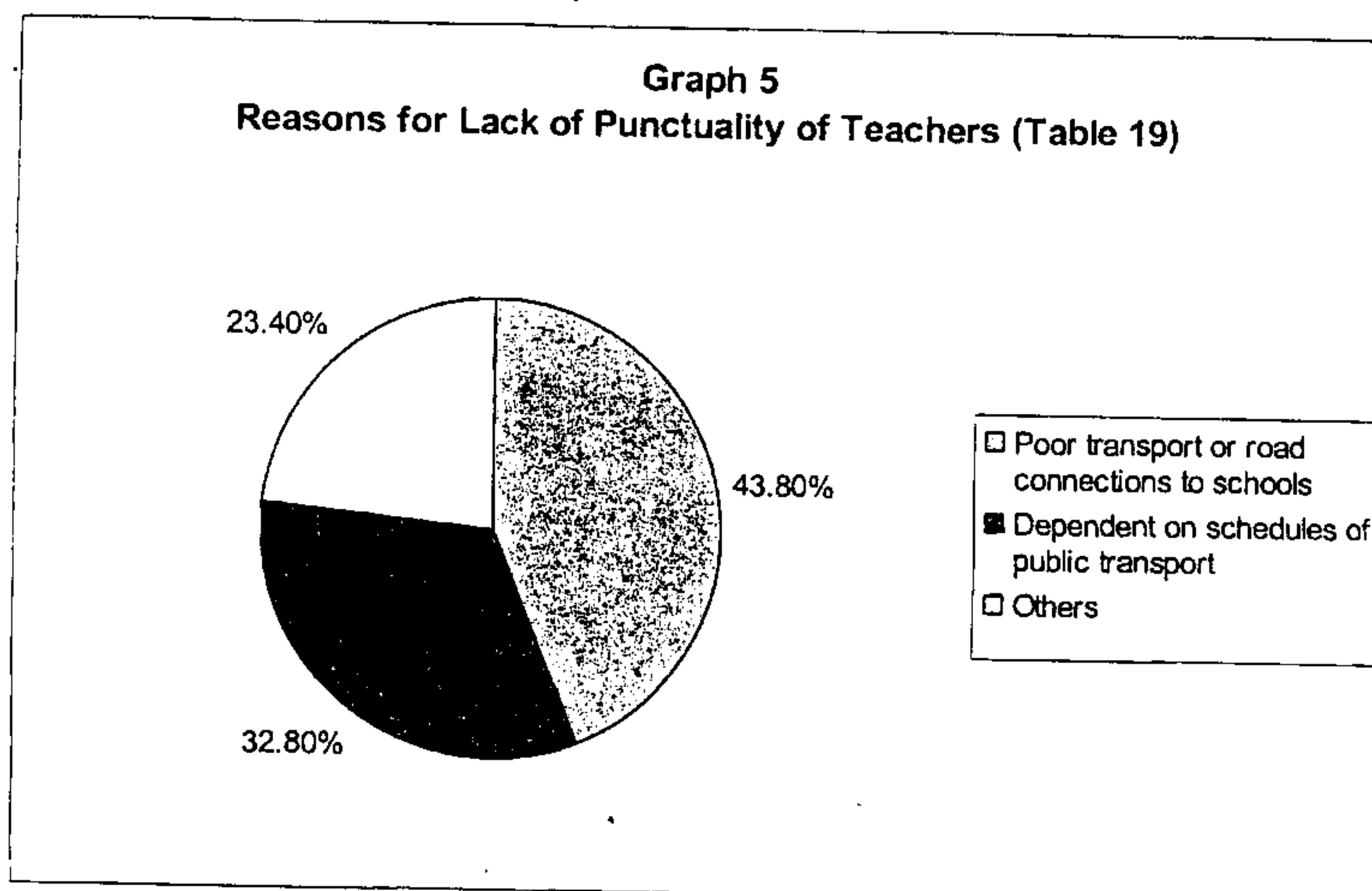


Table 18 – Teacher Punctuality on Day of Survey

Teachers who arrived on time		Teachers who arrived half an hour late		Teachers who arrived more than one hour late	
No.	%	No.	%	No.	%
216	65.3	106	32.0	9	2.7

4.C.8 Reasons for Lack of Punctuality

147. Poor transport or road connections to schools were cited as reasons by close to 44% of the head teachers for teachers turning up late. Just under 33% of the head teachers claimed that since teachers were dependant on the schedules of public transport, it affected their school arrival times (Table 19 – detailed Table V.27).

Graph 5: Reasons for Lack of Punctuality of Teachers**Table 19 – Reasons for Lack of Punctuality of Teachers**

Poor transport or road connections to schools		Dependent on schedules of public transport		Others		Total
No.	%	No.	%	No.	%	No.
28	43.8	21	32.8	15	23.4	64

148. Since 45% of the teachers had to depend on buses and other public transport to commute to school, it was difficult for them to adhere strictly to school timings. (Table V.25).

4.C.9 Differences in Punctuality of Regular and Contract Teachers

149. It took roughly 28% of contract teachers more than an hour to reach school as opposed to approximately 8% of regular teachers who took as much time to get to school (Tables V.28). This was perhaps because 48% of contract teachers resided outside the union council in which the school was located as compared to around 37% of the regular teachers who had to travel similar distances (Table V.29).

4.C.10 Teacher Attendance and Punctuality as Reported by Students

150. Approximately 92% of students claimed that teachers came to school regularly and close to 87% of the students contended that teachers were punctual (Table V.30).

5. INSTITUTIONAL REFORM PROGRAM

5.A. Introduction

151. This section of the report outlines the salient features of the education sector reforms under the broad rubric of the IRP and reviews the implementation of the key initiatives under the program.

152. One of the integral components of the reform package designed and implemented under the overall umbrella of the IRP comprised measures to increase the efficacy of the education department's oversight functions, including the separation of the management and teaching cadres and the establishment of an upgraded monitoring system in the Schools and Literacy Department. The reform program also sought to rationalize teacher positions in schools to ensure deployment on the basis of enrolment. A province-wide re-deployment exercise preceded the recruitment drive.

153. Moreover, the government decided to recruit additional teachers on the basis of three-yearly contracts with the objective to improve the accountability of teachers¹³.

154. In addition to the management reforms delineated above, the reform program also included demand-side interventions such as the abolition of school fees and the provision of free textbooks for students in primary grades (Kachi to five).

155. Initiatives on the supply side included a comprehensive strategy for meeting the shortage of essential facilities such as boundary walls, toilets and additional classrooms etc. A priority was given to girls' schools in the implementation of the infrastructure development program during the first phase. The coverage of the program was to be extended to boys' schools once all girls' schools had been provided with essential facilities previously missing in these institutions.

156. Other components of the strategy to improve the quality of public education delivery included: (a) reforms to improve the effectiveness of teacher training; (b) introduction of the system of continuous assessment; (c) the piloting of the intervention to introduce English as a subject; and (d) measures taken to strengthen community participation in education delivery through the provision of funds and training to PTAs.

157. The level of implementation of the various initiatives of the NWFP government's IRP is discussed below.

158. The discussion on the separation of the management and teaching cadres appears in Section 3.D.

¹³ These teachers would not be governed by the rules and procedures specified in the Civil Services Act applicable to "regular" teachers.

5.B. Feedback on IRP Initiatives

5.B.1 Provision of Free Textbooks

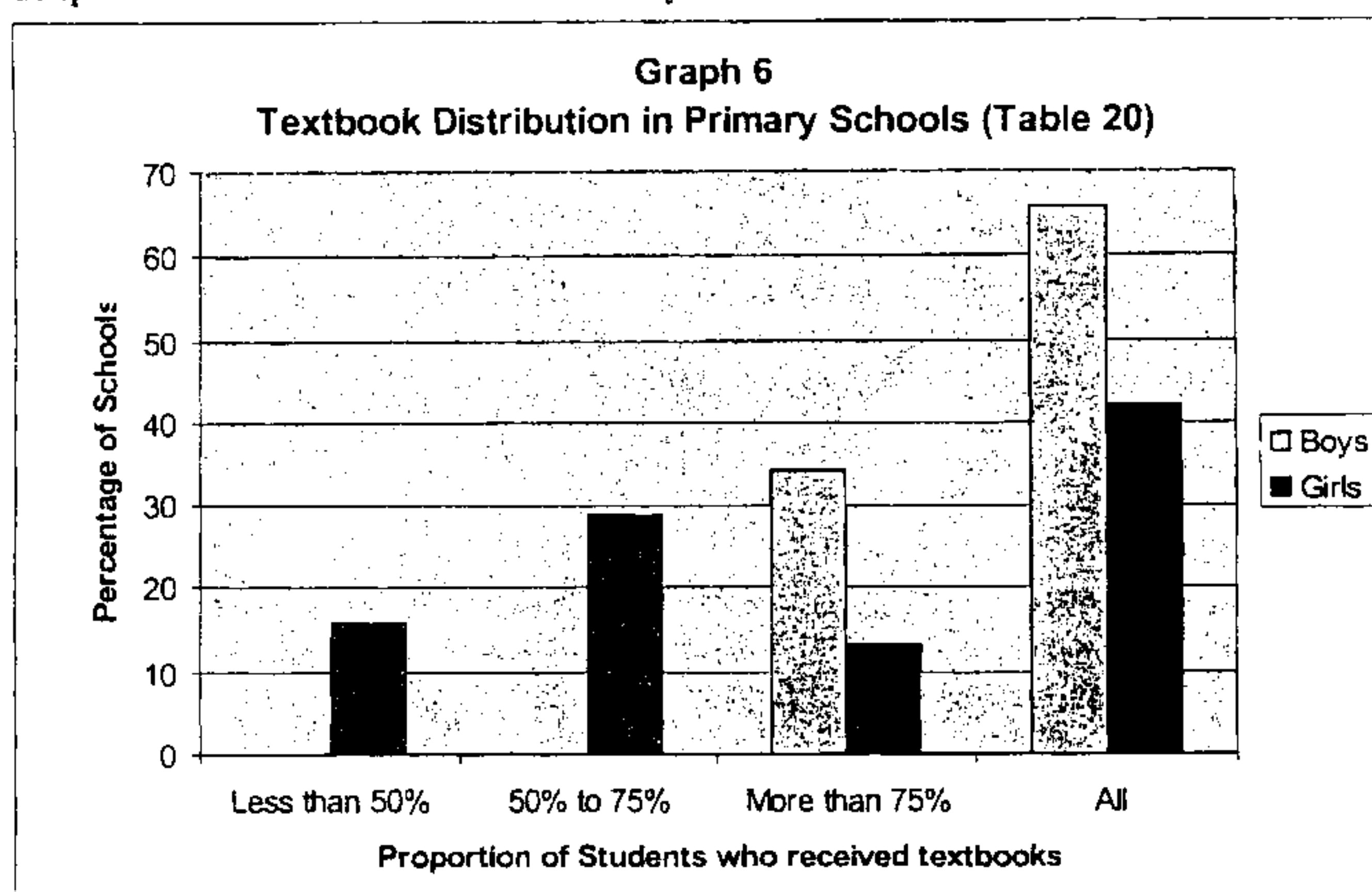
159. A major initiative of the IRP in the education sector was the provision of free textbooks to students enrolled in grades Kachi to 5 of government schools.

160. Officials from the provincial Education Department were of the view that the provision of free textbooks had positively impacted upon enrolment. They estimated an increase of up to 24% in enrolment during 2003-2004.

5.B.2 Survey Results on Textbook Distribution in Primary Schools (as Reported by Head Teacher)

161. Survey results revealed that free textbooks were delivered for the academic session of 2004-05 (commencing April 2004) to all the surveyed primary schools. Moreover, head teachers reported that the vast majority of primary students in these schools had received these free textbooks. Overall, 77% of the head teachers of primary schools (all of those from boys' schools and 55% of those from girls' schools) admitted that free textbooks had been distributed to more than 75% of their students¹⁴. However, the textbooks had been delivered to the majority of the schools (75%) in batches instead of as one lot at the commencement of the academic year. With respect to the timely provision of books, close to 33% of the head teachers acknowledged that textbooks were received at the beginning of the academic year while others reported some delays in their provision (Table 20).

Graph 6: Textbook Distribution in Primary Schools



¹⁴ About 16% of the girls' schools reported that less than 50% of their students had received the textbooks.

Graph 7: Textbooks Distribution in Primary Schools

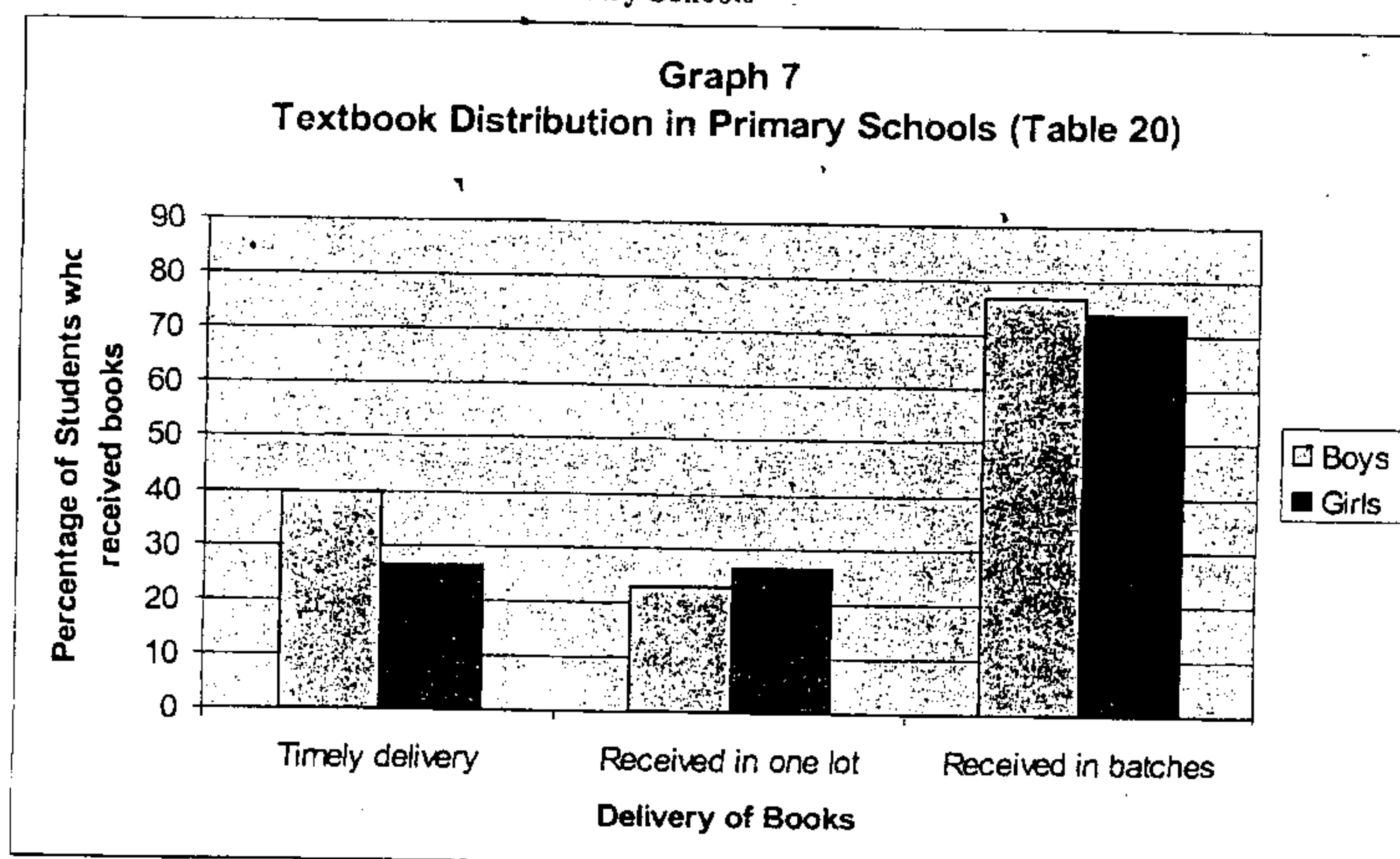


Table 20 – Textbook Distribution in Primary Schools

School	Proportion of Students who received textbooks										Timely delivery		Received in one lot		Received in batches	
	Less than 50%		50% to 75%		More than 75%		All		Total							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boys					12	34.3	23	65.7	35	47.9	14	40.0	8	22.9	27	77.1
Girls	6	15.8	11	28.9	5	13.2	16	42.1	38	52.1	10	26.3	10	26.3	28	73.7
Total	6	8.2	11	15.1	17	23.3	39	53.4	73	100.0	24	32.9	18	24.7	55	75.3

162. Whereas all head teachers confirmed receipt of textbooks, a somewhat lower percentage, 93%, of the PTAs interviewed admitted that free textbooks had been delivered (Table V.31). Similarly, the proportion of PTA members reporting timely delivery of textbooks also varied from the percentage of head teachers who held this view (57% of PTA members as opposed to only 33% of the head teachers) (Tables V.31 and 20).

5.B.3 Abolition of Fees

163. All the students interviewed during the survey confirmed that their parents did not pay any monthly tuition fees. However, it was discovered that primary schools charge between Rs. 8 and Rs. 10 while middle schools collect up to Rs. 50 per annum as annual registration charges under different heads (e.g. sports fund, medical fund, etc).

5.B.4 Survey Results on Trend in Enrolment during 2002-03 to 2004-05

164. Overall, enrolment levels in elementary schools exhibited a positive trend during the IRP period, growing by as much as 15% between 2002-03 and 2004-05¹⁵. Enrolment in primary grades (Kachi to 5) increased by 15% during these years while enrolment in middle grades (6 to 8) rose by a relatively lower, but still notable, 12%. There was a much sharper increase in enrolment during the period 2003-04 to 2004-05 as compared with the period 2002-03 to 2003-04 with primary and middle level enrolment growing at 10% and 8% respectively as compared with 5% and 4% during the previous period (2002-03 to 2003-04) (Tables 21 and 22).

Graph 8: Change in Enrolment between 2002-03 and 2004-05

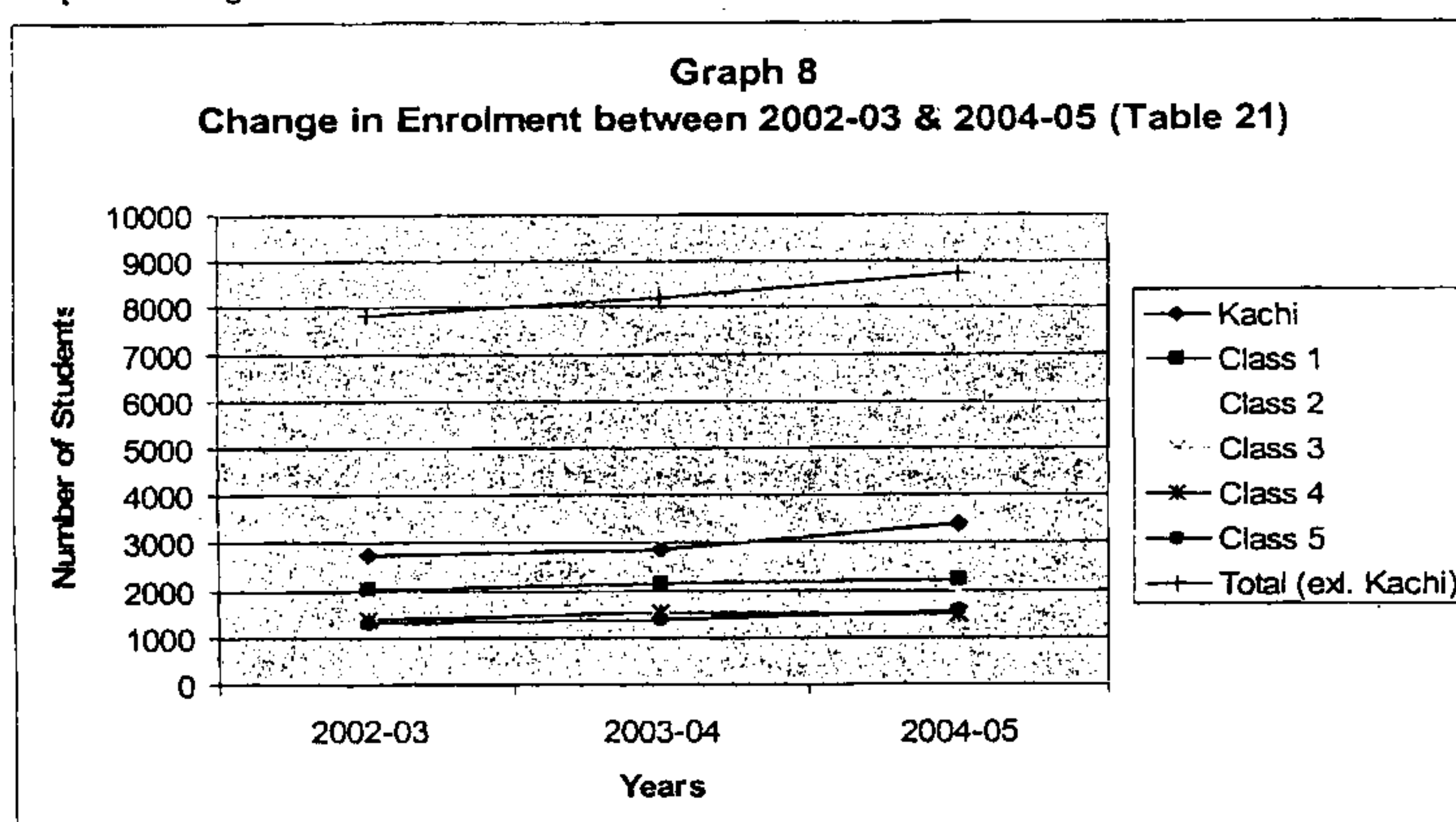


Table 21 – Enrolment between 2002-03 & 2004-05 in Primary Schools - Overall

Class	2002-03	2003-04	2004-05	Overall increase	Increase in 2003-04 over 2002-03	Increase in 2004-05 over 2003-04
	No.	No.	No.	%	%	%
Kachi	2747	2872	3414	24.3	4.5	18.9
1	2007	2149	2211	10.2	7.1	2.9
2	1602	1655	1908	19.1	3.3	15.3
3	1540	1503	1557	1.1	-2.4	3.6
4	1382	1522	1495	8.2	10.1	-1.8
5	1312	1386	1583	20.6	5.7	14.2
Total	10590	11087	12168	14.9	4.7	9.8

¹⁵ The enrolment numbers for 2004-05 were those of registered students on the day of the survey while for earlier years enrollment data related to the month of April.

165. In addition, the upward movement in enrolment levels was much stronger in the case of girls' schools that registered increases in student strength of 21% (Table V.32) and 26% (Table V.33) in primary and middle grades respectively as compared to the overall increase of 10% (Table V.34) and 5% (Table V.35) in the enrolment data for boys' schools during the IRP period.

166. Based on class-wise enrolment data for the previous two years, the sharpest increase in primary enrolment was witnessed in grade "Kachi" (24.3%), followed by an overall increase of 20% and 19% in the enrolment in Grades 5 and 2 respectively during the period 2002-03 to 2004-05. While enrolment in grade 1 rose by 10%, there was a massive growth (of 28%) in the enrolment in grade 1 in girls' schools compared with a 2% decline in enrolment in grade 1 in boys' schools during this period (Tables 21, V.34 and V.32).

Table 22 – Classwise Enrolment over 2002-03 to 2004-05 in Middle Schools - Overall

Class	2002-03	2003-04	2004-05	Overall increase	Increase in 2003-04 over 2002-03	Increase in 2004-05 over 2003-04
	No.	No.	No.	%	%	%
6	639	715	776	21.4	11.9	8.6
7	538	551	620	15.2	2.4	12.5
8	507	480	495	-2.4	-5.3	3.1
Total	1684	1746	1891	12.3	3.7	8.3

167. As for middle schools, the highest increase in enrolment during the IRP period was registered in grade 6, hinting at the impact of the initiatives taken by the government to enhance the transition rate from primary to middle. The rise in enrolment in this grade was much more pronounced in the case of girls' schools where it swelled by 45% over this period as compared to the substantially lower 7% growth in the case of boys' schools (Tables 22, V.35 and V.33).

5.B.5 Impact of Textbook Distribution and Abolition of Fee on Indicators

168. Government officials and teachers were of the view that the provision of free textbooks to students of grades Kachi to 5 had positively impacted upon enrolment. The majority of the schools surveyed showed an increase, though not startling, in enrolment over the previous two years¹⁶.

169. The sharper rise in enrolment in girls' schools as compared to the growth in enrolment in boys' schools is consistent with the findings of the survey pertaining to the head teachers' perceptions of the effect of the IRP initiatives connected with the abolition of fees and distribution of free textbooks. A substantially greater number of head teachers from girls' schools (82% of the responses as compared with 50% in the case of boys'

¹⁶ The government plans to extend this initiative to cover all female students enrolled in Kachi to Grade 10 during the academic year 2005-06.

schools) reported an increase in student enrolment as a result of the provision of textbooks. Similarly, a higher, 61%, of the respondents from girls' schools, as compared with 49% of those from boys schools, confirmed a growth in enrolment as a result of the abolition of fees (Table 23).

Table 23 – Impact of IRP Initiatives on Students Enrolment and Retention

School	Impact of provision of free textbooks							Impact of abolition of fees						
	Improvement in student enrolment		Improvement in student attendance		Reduction in the number of drop outs		Total	Improvement in student enrolment		Reduction in the number of drop outs		Other impact		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	22	50.0	20	45.5	2	4.5	44	24	49.0	11	22.4	14	28.6	49
Girls	32	82.1	3	7.7	4	10.3	39	31	60.8	10	19.6	10	19.6	51
Total	54	65.1	23	27.7	6	7.2	83	55	55.0	21	21.0	24	24.0	100

170. Textbooks were viewed as having a more direct impact on enrolment relative to the abolition of school fees; more than 65% of the respondents compared with 55% who feel that the abolition of fees was the key factor underlying the increase in enrolment.

171. Moreover, the distribution of free textbooks and the initiation of free schooling were viewed as having improved student attendance and reduced drop-outs; 28% and 21% respectively of the responses related to these outcomes (Table 23).

172. The responses of the PTA members relating to the impact of the distribution of free textbooks and the abolition of fees was in line with the broad perceptions of the head teachers in this respect (Tables V.31, V.36 and 23).

5.C. Strengthening Role of PTAs

173. The reforms instituted under the IRP included the formation and empowerment of Parent Teacher Associations (PTA) to enable them to perform an effective role in monitoring teacher presence and utilizing PTA funds for improving the learning environment in schools. Of the approximately 22,000 primary schools in the province, PTAs are presently functional in 19,000 primary schools.

174. The composition of PTAs is as follows:

- Head Teacher (Secretary)
- Parents (4)
- Retired government servant (selected by parent members)
- Village elder/*Malik* (selected by parent members)
- Member of Union Council (nominated by UC Nazim)

175. One of the four parent members is elected as the chairperson. The secretary (head teacher) is not entitled to vote for the position of chair person, while the secretary and the chair person are joint signatories of the PTAs bank account.

176. The provincial government transfers funds for PTAs to the PLAs of the DCOs. District governments are responsible for the onward distribution of funds to the

respective PTAs. Parent Teacher Associations (PTAs) are provided funds for instructional materials and minor repairs based on the number of classrooms in the school. Schools located in government buildings receive Rs. 1,750 per classroom per annum for the purchase of consumables and an equivalent amount for minor maintenance and repairs while those situated in rented premises (or in premises provided by community members) only receive funds for consumables. PTAs in primary schools were provided funds in 2003. However, all PTAs of schools housed in government buildings reported receiving a total of Rs. 1,700 per classroom while those in rented buildings claimed that they were not provided with funds for PTAs. PTAs also experienced considerable delays in the receipt of these cheques.

177. While PTA funds were only being provided to primary schools in the past, in 2003-2004, the program was extended to include schools up to the higher secondary level. However, owing to the scarcity of funds, all schools could not be provided these funds and there were considerable delays in the disbursement of monies to PTAs.

178. District officials identified the lack of flexibility in the purposes for which PTA funds could be utilized as a factor adversely affecting the efficient and effective use of resources channeled through the PTAs. In view of the rigidities built into the purposes for which PTA funds can be used, schools lacking basic facilities such as drinking water are unable to satisfy such school specific needs, since these funds can only be used for financing minor repairs and for purchasing consumables. The effectiveness of PTAs is also affected by the lack of interest and low levels of educational attainment of the parent members.

5.C.1 Survey Results on the Role and Functions of PTAs

179. The survey results revealed that PTAs existed in almost all the schools visited (99%)¹⁷. According to the members interviewed, the functions of the PTAs were largely restricted to ensuring the provision of essential facilities/consumables and encouraging parents to enroll children in schools (55% and 21% of the responses pertained to these functions). Resultantly, a bare 1% of the responses identified monitoring of teacher presence as one of the functions mandated to PTAs (Table V.37).

180. The views of the PTA members regarding their role and functions (outlined above) were consistent with the feedback on PTAs provided by the head teacher. The bulk of the head teachers interviewed (66%; 94% of those from boys schools and 40% of those from girls schools) were of the opinion that PTAs were not effective in reducing teacher absenteeism. While only 3% of the head teachers reported that the PTAs were effective in improving teacher presence, close to 31% of the respondents (54% from girls' schools and 7% of those from boys' schools) held the view that the reason for the lack of effectiveness of PTAs was that they had no powers to monitor teacher absenteeism (Table 24).

¹⁷ Only one school in the survey sample (a girls school) did not have a PTA.

Table 24 – Role of Parent Teacher Associations (PTAs) according to Head Teacher

School	PTA Exists		Effective in reducing teacher absenteeism						Total
			Yes		No		Have no powers to monitor teacher presence		
	No.	%	No.	%	No.	%	No.	%	
Boys	46	100.0			43	93.5	3	6.5	46
Girls	50	98.0	3	6.0	20	40.0	27	54.0	50
Total	96	99.0	3	3.1	63	65.6	30	31.3	96

181. The majority of PTA members (57%) complained of their lack of powers to initiate any action against absent teachers. The PTA members interviewed mentioned discussing the issue of teacher absenteeism with the concerned teachers (23%) and filing a complaint with the competent authority (19%) as actions that they had initiated to improve teacher attendance¹⁸. Only 9% of the PTAs interviewed stated that they had conducted spot-checks to monitor teacher presence in their schools (Table 25).

Table 25 – Nature and Quality of Supervision by PTAs

School	Spot Checks		Actions Taken									
			Have no powers to initiate any action		File a complaint with the relevant authority		Discuss issue with relevant teacher		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	2	4.3	27	46.6	15	25.9	16	27.6			58	52.7
Girls	7	14.0	36	69.2	6	11.5	9	17.3	1	1.9	52	47.3
Total	9	9.4	63	57.3	21	19.1	25	22.7	1	0.9	110	100.0

5.C.2 Provision of Essential Facilities

182. The education reforms initiated under the IRP included a program to provide missing basic facilities such as boundary walls, latrines, drinking water supply, additional classrooms etc. According to the provincial government close to 10,000 additional classrooms had been constructed in the recent past.

183. Under this program, priority was to be accorded to the provision of basic facilities to girls' primary schools; all girls' schools are targeted to be provided with the essential physical facilities by 2005-06. Survey findings confirmed this preference given to girls' schools since only around 10% of the girls' schools surveyed reported that some essential physical facilities were still missing in their schools.

184. However, district officials in Mardan claimed that whereas the process of identification of schools for the provision of basic facilities such as boundary walls and toilets etc had been launched in 2003, most of the schools that had been identified for fast tracking provision of facilities under the IRP were still awaiting the initiation of physical works. This is consistent with the findings of the survey that although only a small

¹⁸ Only 3% of the PTAs acknowledged that some action was taken by district officials when they reported frequent teacher absenteeism.

proportion of the girls' schools were reportedly still without some essential facilities¹⁹ most of the schools visited had not been provided any physical or other basic infrastructure during the currency of the IRP.

5.C.3 Survey Results on the provision of facilities to schools under the IRP (during 2002-03 to 2004-05)

185. The head teachers of only a few schools reported that the physical infrastructure of their schools had been upgraded during the previous two years. Overall, 9% of the schools surveyed (a slightly higher, 12% of the girls' schools and 7% of the boys' schools) reported that new construction had occurred in their school during the IRP period (Table V.38). According to the survey findings, additional classrooms were constructed in one school; toilets were provided in three schools while boundary walls and drinking water facilities were made available in two schools each (Table V.39). Moreover, when asked whether the money spent on providing facilities was utilized according to the schools' own priorities, only a small proportion, 9%, of the head teachers replied in the affirmative (Table V.38). This survey result highlights the need for the initiation of a system whereby local needs and priorities are taken into consideration for infrastructure development programs for schools in the future.

186. Survey findings reveal that overall 11% of the schools surveyed were provided furniture under the IRP. While 13% of the boys' schools visited had received furniture during the previous two years a lower proportion (10%) of girls' schools were similarly blessed. However, a distinctly larger percentage of all middle schools (25%) were provided furniture under the program as compared with 7% of the primary schools (Table 26).

Table 26 – Provision of Furniture under IRP

Schools		Furniture provided under IRP	
		No.	%
Primary	Boys	3	8.6
	Girls	2	5.3
Middle	Boys	3	27.3
	Girls	3	23.1
Sub-total	Boys	6	13.0
	Girls	5	9.8
Sub-total	Primary	5	6.8
	Middle	6	25.0
Total:		11	11.3

5.C.4 Survey Results on the Presence of Essential Infrastructure and other Facilities

187. Around 39% of all classes in the schools surveyed were conducted outside the school buildings (either in the school grounds or in the courtyards) owing to a shortage of

¹⁹ Whereas almost all girls' schools had boundary walls, only a handful of boys' schools had boundary walls.

classrooms while 19% of them were being organized in classrooms lacking basic facilities like fans (Table 27).

Table 27 – Physical Facilities (Overall)

Facilities			Condition of Facility					
			Good		Needs Repair		Poor	
	No.	%	No.	%	No.	%	No.	%
Classrooms with fans	230	42.0	154	67.0	64	27.8	12	5.2
Classrooms without fans	104	19.0	30	28.8	49	47.1	25	24.0
No. of classes without rooms	213	38.9						
Blackboards	447		227	50.8	164	36.7	56	12.5
Toilets	114		48	42.1	47	41.2	19	16.7
Drinking water facilities	54	55.7						
Boundary wall	70	72.2						

188. Consistent with widely held perceptions, the availability and state of physical infrastructure in middle schools was significantly better than the situation in primary schools. Less than 3% of the classes in the middle schools surveyed were being held outside the classrooms the ratio of classes in the surveyed primary schools which did not have access to rooms was a much higher 45% (Tables V.40 and V.41).

189. Although, there was a shortage of classrooms in the bulk of the schools visited (as confirmed by the findings discussed above), survey results on the nature of construction of the school buildings indicated that none of the schools were housed in “kucha” buildings, with close to 96% of them being run in “pucca” infrastructure and 4% functioning in “semi-pucca” premises (Table V.42).

190. As for the physical state of the classrooms, just above 55% of the classrooms in the surveyed schools were in good condition, 34% needed minor repairs while the remaining 11% were in a dilapidated state and required major repairs (derived from Table 27). Moreover, the percentage of classrooms in middle schools that were in poor condition (just a little over 1%) was substantially lower than the proportion of classrooms in primary schools that required major repairs (14%) (derived from Tables V.40 and V.41). This result highlights the preferential treatment accorded to middle schools in the provision of funds for maintenance and repair.

191. The majority of the classes in the surveyed schools had access to blackboards. As many as 37% of the blackboards required repairs while 13% of them were in poor condition and needed to be replaced (Table 27).

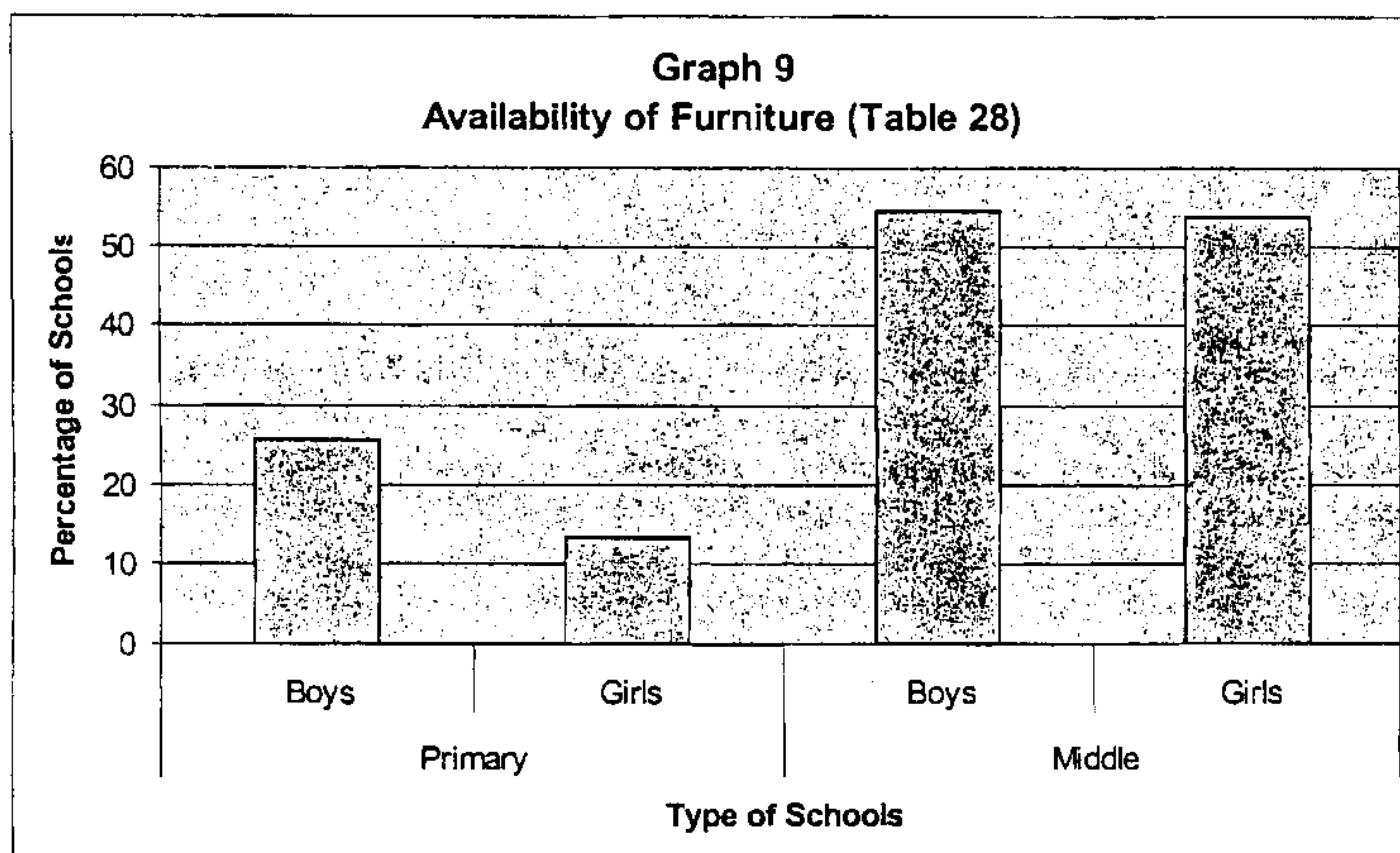
192. As for the availability of functional toilets, only 42% of all toilets in the surveyed schools were in good working condition; as many as 41% of them required minor repairs and up to 17% were not functional and needed major repairs (Table 27). The field visits revealed that a much higher proportion of girls’ schools had toilets as compared with

boys' schools²⁰ (Tables V.43 and V.44). Moreover, even where such a facility was in working condition, students were often discouraged from using it, since teachers had restricted the access to themselves.

193. Overall, close to 56% of the schools surveyed had access to drinking water (Table 27). The percentage of girls' schools that had the facility of potable water (65%) was significantly higher than that of boys' schools (46%) which had this resource. Similarly, while the vast majority of girls' schools had a boundary wall (90%), a much lower percentage (52%) of boys' schools had this facility, reflecting the greater social demand for boundary walls in girls' schools due to the concerns of parents about the security of their girl child (Table V.43 and V.44).

194. Furniture was available in 19% and 54% of the primary and middle schools surveyed respectively. A higher percentage (33%) of boys' schools reported having access to furniture as compared with girls' schools (24%). Moreover, while roughly the same percentage of boys' and girls' middle schools reported the availability of furniture in their respective institutions there was a wide gap in the provision of this facility to primary schools for boys and girls²¹ (Table 28).

Graph 9: Availability of Furniture



²⁰ Out of a total of 114 toilets in the schools surveyed, 72% of the toilets were present in girls schools even though boys' and girls' schools had approximately equal weightage in the survey sample (47% and 53% respectively).

²¹ Close to 26% of boys' primary schools reported the availability of furniture as compared with only 13% of the girls' schools surveyed which gave this response.

Table 28 – Availability of Furniture

Schools		Furniture Available	
		No.	%
Primary	Boys	9	25.7
	Girls	5	13.2
Middle	Boys	6	54.5
	Girls	7	53.8
Sub-total	Boys	15	32.6
	Girls	12	23.5
Sub-total	Primary	14	19.2
	Middle	13	54.2
Total:		27	27.8

195. Overall, 41% of the schools where furniture was available reported that close to 25% of their students had sitting and writing space. A higher percentage of girls' schools (25%) as compared with (13%) of boys' schools had furniture for more than 75% of their students. The differential in the proportion of primary and middle schools where the bulk (more than 75%) of their students had access to sitting and writing space was relatively large, with 31% and 7% of the head teachers of middle and primary schools respectively giving these responses (Table V.45).

196. Head teachers of schools surveyed were also asked to provide the criterion used for the distribution of furniture among classes in case it could not be made available to all. The vast majority (82%) of the respondents reported giving preference to students of senior classes in the distribution of the furniture. Close to 11% of the schools who answered this question mentioned that they did not have any clear criterion for distributing scarce furniture and that this was done randomly (Table V.45).

5.D. Teacher Training

197. Provincial education officials were of the view that a separate cadre needed to be formed for teacher educators, especially since the present set of trainers were not trained to be educators themselves. The bulk of the existing teacher educators are essentially teachers who have been in service for a considerable length of time. Resultantly, they are not equipped with the latest pedagogical concepts and subject knowledge that they can pass to the teachers being trained.

198. The efficacy of teacher training, which is constrained by the low levels of educational qualification of the majority of teachers²², is further limited by their weak academic foundations on account of the poor state of general education in the country.

5.D.1 Pre-Service Training

199. Pre-service training of primary and elementary school teachers is organized by the education department while those for education officials in Grade 16 and 17 (including

²² As a result of politically motivated recruitments or simply owing to the non-availability of qualified candidates.

secondary school teachers) is conducted by the GCETs. Certificates of pre-service training are also being issued by the Allama Iqbal Open University and by similar institutions in other provinces. In the past, the provincial education department gave priority to those holding degrees awarded by its own GCETs. However, this preference for graduates of GCETs has now been withdrawn following complaints from candidates holding these degrees who approached the courts seeking the elimination of this apparent discrimination.

5.D.2 In-Service Training

200. The provincial policy is to train teachers every five years. However, under the IRP, at least one teacher per primary school was required to have been trained during 2002-03 to 2003-04 while 20% of the head teachers and head masters were to be trained in administrative matters during 2004-05 to 2005-06.

5.D.3 Training model followed during 1999 to 2002²³

201. Teachers are trained on the basis of the cascade model of training. Training experts at the provincial level are responsible for preparing the training manuals and for training master trainers (one male and one female teacher educator and co-trainer per district). The master trainers and co-trainers are then required to train the teacher trainers (2 teacher trainers for each Local Teacher Resource Centre (LTRC) who are eventually responsible for training the teachers – one teacher per school is trained by the teacher trainers.

202. A total of 61,170 primary school teachers²⁴ were trained during 1999 to 2004. During this period, training was structured on the basis of classes taught by the teachers. Teachers of Grade 3, 4 and 5 received training in the years 2000, 2001 and 2002 respectively. Each year, 6,600 female and 14,100 male teachers - representing 35% and 33% respectively of the total number of teachers respectively were trained.

5.D.4 Survey Results on In-Service Teacher Training

203. The percentage of primary school teachers who had attended at least one training course (74%) was much higher than the proportion of middle school teachers who had undergone any in-service training (46%). This result is consistent with the functioning of the government's system of in-service teacher training which prioritizes the enhancement of the content and pedagogical knowledge of primary teachers. However, there was only a marginal difference in the percentage of male and female teachers (68% and 64% respectively) who had attended at least one in-service teacher training course (Table 29).

Table 29 – Teacher Training

Schools	Teachers who attended training course	
	No.	%
Primary	218	74.4

²³ Modified from 2003 onwards.

²⁴ 18,940 female and 42,230 male teachers.

Schools	Teachers who attended training course	
	No.	%
Middle	59	46.5
Boys	162	67.5
Girls	115	63.9
Total:	277	66.0

204. The majority of the teachers (52%) in the schools surveyed had attended an in-service teacher training course in the previous two years (one to two years ago); around a quarter of them had undergone training during the last six months while it had been more than three years since the remaining stock of teachers in the sample had been enrolled for a training course (Table V.46).

205. The vast majority (90%) of the head teachers reported that at least one of their teachers had been trained during the previous two years, indicating the representativeness and wide coverage of the teacher training programs of the government (Table V.47) and the achievement of the IRP program target to train at least one teacher per school.

206. In addition to the training imparted to teachers under the IRP to improve their pedagogical skills and enhance their content knowledge, head teachers were also provided additional training to aid them in performing their administrative and financial functions. In this respect, almost 80% of the head teachers (84% of the head teachers of primary schools and 67% of those of middle schools) admitted having been trained in administrative and financial powers (Table V.47).

5.D.5 Continuous Assessment

207. The findings of the survey revealed that the vast majority of the head teachers interviewed were not aware of the continuous assessment policy that required them to test children every quarter.

5.D.6 Supplementary Materials

208. There is a realization at the provincial level that textbooks should be supplemented with workbooks and teacher guides/manuals to facilitate the teacher in his/her teaching responsibilities. Some respondents highlighted the need to identify and review the teaching guides that were developed in the past with the objective of utilizing some of them instead of starting the process of their development anew. Almost all the teachers interviewed considered the provision of teaching guides as beneficial for improving the quality of instruction.

5.D.7 Student Assessment System (NEAS/PEAS)

209. A system for a province-wide periodic assessment of student learning was also approved under the IRP. Tests in Science, Mathematics, Social Studies and language have been piloted and the test results are being compiled at the national level.

5.D.8 Funds from District Governments

210. The survey results confirmed that funds for the purchase of furniture and for clearing utility bills were expected to be provided by the district government (**Table V.48**). However, less than 19% of the schools (around 4% of the boys' schools and 31% of the girls' schools) reported the timely receipt of funds from the district government. Moreover, 55% of the schools claimed to have received these funds after more than a year while close to 36% reported a frequency of about 6 months to a year for the provision of these funds (**Table V.49**). Respondents also mentioned the practice in the field of teachers paying the utility bills during the academic year and being reimbursed at the end of the financial year.

211. Furthermore, less than 22% of the schools surveyed received funds for repairs of walls, floors, toilets and equipment such as fans and blackboards directly from the district government while the vast majority reported utilizing PTA funds for these expenditures. A large proportion, 66%, of the head teachers reported that they looked to the district government to provide supplementary materials while the remaining head teachers (who had access to these materials) relied on funding for PTAs to finance these essential inputs (**Table V.48**).

212. More than 70% of the respondents mentioned utilizing PTA funds for repairs and maintenance with approximately 92% of the head teachers identifying PTA funds as the source of financing for the whitewash of the school building. Nearly all schools (98% of them) stated PTA funds as the source for financing the provision of consumables like chalks and stationery (**Table V.48**).

213. The findings of the survey, therefore, confirm the utilization of PTA funds for the activities mandated to them, including the repair and maintenance of buildings and provision of class room consumables.

6. OTHER ISSUES AND OBSERVATIONS

6.A. Introduction

214. During the field visits other information was also collected and collated. Some of the more interesting findings related to this data are summarized in this section.

6.B. Factors Important for Improving Quality of Schooling

215. Of the head teachers queried on factors they regarded as important for improving the quality of schooling at their institution, around 47% considered the upgrading of essential infrastructure and the availability of furniture for children as factors that would improve quality of schooling while 19% thought that performance based rewards could play a role (Table V.50). Approximately 30% of other teachers who were interviewed were of the opinion that the upgrading of essential infrastructure would help raise quality (Table V.51).

6.C. Impact of Shortage of Teachers on Quality of Instruction

216. During the survey it was observed that in the vast majority of schools the number of teachers were less than the number of classes they were required to teach. For instance, roughly 60% of the primary schools had three or less teachers thereby requiring them to resort to multi-grade teaching or to divide their time between classes. Field visits revealed that teachers tended to allocate more of their time and attention to senior classes. Children in junior classes were found sitting in the class with not much learning taking place, as teachers were busy with students in higher grades. Such a state of affairs contributes to lack of interest in education among younger students, many of whom eventually drop-out of school.

6.D. Impact of New Recruitment Policy

217. During the survey head teachers of schools where contract teachers had been appointed were asked to comment on whether student outcomes had improved as a result of the induction of teachers under the new recruitment policy. The bulk of the respondents held the view that student learning had been positively affected by raising the teacher qualification requirements (87%) and by reverting to a mode of contract appointments (81%). Also, more than 61% of the head teachers were of the opinion that the recruitment of local teachers was beneficial for student learning outcomes. (Table V.52)

6.E. Teacher Job Satisfaction

218. A large majority of the teachers interviewed, 77%, reported that they were satisfied with their current jobs. Of those who were dissatisfied, around 23% stated the school being too far away from home as the reason for their dissatisfaction, while 18% claimed that poor promotion prospects was the major reason underlying their dissatisfaction (Table V.53).

6.F. Rewards for Teacher Performance

219. There was practically no incentive system in place, even one designed by communities at the local level, prompting the bulk of the head teachers to suggest that there should be one. In these schools, around 36% proposed that the rewards should be linked to results in public examinations while 33% suggested results of children in tests administered by third parties to determine eligibility (Table V.54).

6.G. Loss of Instructional Time

220. During the previous year, the surveyed schools were only closed for an average of 3 days on account of other holidays (except for official school and national holidays).

221. Another factor that was expected to have an adverse impact on school operations was additional responsibilities assigned to teachers officially. Around 96% of the responses of the teachers interviewed pertained to being assigned to election duties and invigilation of board exams (Table V.55). However, only 30% of the head teachers admitted loss of instructional time because of such responsibilities being assigned to teachers. Survey results revealed that on average less than one school day was lost owing to teachers being engaged in the performance of official duties. Thus, local school holidays and additional responsibilities assigned to teachers did not result in the loss of substantial instructional time in the schools surveyed and the more serious issue that was affecting the schooling environment was teacher absenteeism and punctuality (Section 4.C).

6.H. Level of Textbook Completion

222. To assess the extent to which teachers were able to cover the prescribed curriculum during the previous academic year, students were asked about the level of textbook completion. The majority, approximately 77%, of those interviewed claimed that their teachers were able to finish the curriculum as contained in the textbooks while 23% reported that teachers had managed to complete most of the textbooks during the academic year (Table V.56).

6.I. Student Absenteeism

223. Student absenteeism was considered to be a problem by nearly half (49%) of the head teachers interviewed (Table V.57). For primary schools, the level of student absenteeism was observed to be close to 13% of student enrolment while a slightly higher percentage of middle school students (15%) were absent on the day of the survey (Tables V.58, V.59, V.60 and V.61).

224. It was noted that a greater proportion of primary students (16%) in girls' schools were absent on the day of the survey as compared with 10% of their counterparts in boys' schools. However, the trend was reversed in the case of middle schools where a somewhat higher percentage of boys, 17%, was absent as compared with just 13% of the girls (Tables V.59, V.62, V.60, V.61).

225. Moreover, there was some class-wise variation in the ratio of primary students who were absent on the day of the survey in girls' schools²⁵. The level of absenteeism was fairly similar²⁶ for all grades in primary schools for boys (Tables V.59 and V.62). For middle schools, the highest incidence of absenteeism on the day of the survey was among students in Grade 8 in boys' schools, 30% of whom were absent (Tables V.60 and V.61). One possible explanation for the relatively poor attendance record among eighth-graders could be the work they perform in family enterprises or in fields.

6.J. Student Departure

226. Close to 33% of the respondents claimed that students never left early while 61% reported that they rarely left early.

6.K. Pattern of Student Drop Outs

227. The bulk, 66%, of the teachers identified Kachi as the grade in which the tendency to "drop-out" of school is the highest among students. Around 9% and 14% of the head teachers maintained that students dropped out of classes 5 and 8 respectively. Therefore, it seems that children who manage to complete grade Kachi are likely to remain in school (Table V.63).

6.L. Location of Schools

228. Although around 44% of the PTA members interviewed felt that the school was poorly located, the bulk of the students who were interviewed, 69%, claimed it took them less than 15 minutes to reach school, while 30% stated that it took them around half an hour to reach school, which is indicative of the fact that the majority of schools were located fairly close to students' residences (Table V.64).

6.M. Measures for Disciplining Students

229. To elicit information on the methods employed to discipline students and to assess whether corporal punishment was being administered to students, both students and teachers were interviewed. Approximately 73% of the students claimed that corporal punishment was administered to them by their teachers, while a slightly lower percentage, around 66%, of the teachers reported use of corporal punishment to discipline students.

230. Most of the schools, around 98%, used other means for disciplining students. Light punishment was administered in 54% of the schools while additional homework was given to students in 35% of the schools as a means of disciplining them.

6.N. Medium of Instruction

231. The medium of instruction employed in the schools surveyed varied according to the type and level of the school i.e. primary or middle. Pashto was the medium of

²⁵ Between 16% to 17% of the students in grades Kachi to 2 were absent that day as compared with 14% for grades 3 and 4 and just 10% for grade 5.

²⁶ Remaining in the range of 9% to 12% for all the grades.

instruction for all subjects except 'Urdu' in primary schools for boys while 'Urdu' was the chosen medium of instruction in girls' primary schools as well as in middle schools for both boys and girls. Therefore, it is likely that male students face difficulties in understanding concepts taught to them in a different language in middle schools since they are taught in Pashto at the primary level.

6.O. Introduction of English as a Subject

232. English had been introduced as a subject in 97% of the schools surveyed.

6.P. Comparison of Survey Findings on Enrolment and Teacher Strength with EMIS Data

6.P.1 Introduction

233. In addition to information pertaining to teacher management practices and the implementation of the Institutional Reform Program of the government, the survey questionnaire for the NWFP Teacher Management Study also captured school-specific data on class-wise enrolment and teacher strength for the time period 2002-03 to 2004-05. This information was then compiled and compared with that obtained from EMIS for the schools surveyed. The analysis included the identification of the differences in district-wise primary and middle enrolment and teacher strength between the survey findings and data obtained from EMIS. The results of this exercise are summarized below.

6.P.2 Comparison of Enrolment Levels

234. There are some differences in class-wise enrolment between EMIS data and the survey findings. One possible explanation for the variations in class-wise enrolment between the two data sets relates to the difference in the time of the year for which the enrolment data was collected. School enrolment does not remain static during the year since some students leave the school while others join the school during the academic session, resulting in class-wise enrolment registering changes during the year. Therefore, some of the variations in the enrolment figures between the two data sets can be attributed to the difference in the month for which the data has been captured.

235. In the case of primary schools, the differences in class-wise enrolment between EMIS data and the survey findings appear to be the widest for grade Kachi. Enrolment in this grade varies significantly during the year since many children get enrolled in the middle of the academic session and a large number drop-out before the end of the academic year. For this reason, enrolment in grade Kachi has been excluded from the estimates of enrolment at the primary level for the purposes of analysis. However, enrolment figures for this grade from one set of data do not consistently exceed those obtained from the other set. For instance, school wise comparison of Kachi enrolment between EMIS and survey data does not exhibit a clear trend with enrolment figures

obtained from EMIS records exceeding those obtained from the survey for roughly half (55% to 61%) of the schools during the years 2002-03 to 2004-05²⁷.

236. As shown in Table 30 below, district-wise totals of primary enrolment (pakki to grade five) estimated using EMIS data exceeded those obtained from survey data for three of the four districts surveyed (Batagram, Lower Dir and Lakki Marwat) for all three years (2002-03, 2003-04 and 2004-05). While the primary enrolment figures reported by EMIS for the districts of Batagram, Lower Dir and Lakki Marwat were roughly 5% to 18% higher than those obtained from the survey for 2002-03²⁸, the differences in the data had considerably narrowed for 2004-05 with the EMIS reported district-wise enrolment being only 3% to 6% higher than survey findings²⁹.

237. In the case of Mardan, survey findings indicated a significantly higher primary enrolment figure than that provided by EMIS. However, even though the survey's result on primary enrolment for Mardan was almost 14% higher than the corresponding EMIS data for 2002-03, the differences in primary enrolment reported by EMIS and survey results are much narrower- just 5%- for the most recent year (2004-05), i.e., the quality of the data being reported by EMIS has improved over time, the enrolment data being closer to the position on the ground.

Table 30: Comparison of Enrolment Data

	2002-03			2003-04			2004-05		
	EMIS	Survey	EMIS-Survey	EMIS	Survey	EMIS-Survey	EMIS	Survey	EMIS-Survey
Batagram Primary	1217	1034	183	1308	1177	131	1354	1279	75
Batagram Middle	261	270	-9	245	278	-33	181	177	4
Dir Lower Primary	2194	2091	103	2287	2177	110	2498	2407	91
Dir Lower Middle	234	222	12	316	327	-11	327	330	-3
Lakki Marwat Primary	1232	1104	128	1237	1128	109	1321	1287	34
Lakki Marwat Middle	301	379	-78	301	397	-96	303	377	-74
Mardan Primary	2161	2517	-356	2216	2612	-396	2561	2696	-135
Mardan Middle	470	440	30	509	450	59	551	523	28

²⁷ EMIS data on Kachi enrolment exceeded that obtained from survey findings for 61%, 55% and 57% of the schools during 2002-03, 2003-04 and 2004-05 respectively.

²⁸ 18%, 5% and 12% for Batagram, Lower Dir and Lakki Marwat respectively

²⁹ 6%, 4% and 3% for Batagram, Lower Dir and Lakki Marwat respectively

238. EMIS data on enrolment for middle grades in Lakki Marwat was lower than survey findings by as much as 21% in 2002-03 and a negligibly lower 20% in 2004-05. Conversely, EMIS data on enrolment in the same grades in Mardan and Lower Dir was marginally higher, by 7% and 5%, than survey estimates for 2002-03. In the case of Lower Dir, the differences between EMIS data and survey results on enrolment fell for 2003-04 where survey findings on enrolment exceeded EMIS data by 3%. The gap narrowed further and there to less than 1% between the two data sets for 2004-05 (less than 1%). Middle enrolment for Mardan showed greater variation between EMIS and survey data for 2003-04 when EMIS enrolment data exceeded survey estimates by almost 13%. However, the difference decreased for 2004-05 with EMIS figures exceeding the survey findings slightly, 5%. Survey estimates for middle enrolment in Batagram were around 3% higher than those obtained from EMIS results for 2002-03. The difference in enrolment levels between EMIS and survey data for middle level enrolment in Batagram increased in 2003-04 (with survey findings exceeding EMIS estimates by 12%), which was a much lower 2% in 2004-05 compared with that for previous years, EMIS data exceeding survey findings.

239. As for middle level enrolment, the district-wise totals calculated from survey findings were higher than those computed using EMIS data for two of the four districts included in the analysis (Batagram and Lakki Marwat) for 2002-03 and 2003-04. In the case of Mardan and Lower Dir, EMIS middle level enrolment was slightly higher than the enrolment numbers obtained from the actual survey of schools. However, as was the case for data on primary enrolment, the gap between the survey findings and EMIS data on middle enrolment is also much lower for the latest data (2004-05) as compared with that for previous years (2002-03 and 2003-04).

6.P.3 Comparison of Teacher Strength

240. Table 31 reveals that there were significant differences in EMIS data on teachers posted to schools as compared with the information obtained from the survey for the districts of Batagram and Mardan in 2003-04. Survey estimates on the number of teachers for both these districts revealed a higher number of teachers than that reported by EMIS for 2003-04. Survey findings for teachers posted to schools in Batagram were as much as 13% higher than EMIS values in 2003-04. Similarly, while the survey finding on teachers posted to schools for Mardan revealed a figure which was 13% higher than that obtained from EMIS data for 2003-04. However, consistent with the findings on enrolment levels discussed above, the difference in the district totals of the number of teachers between EMIS data and survey findings is much narrower for 2004-05; the variation in the two data sets decreased to less than 3%.

241. There was only a negligible (1%) difference in the data on teachers for Lower Dir as reported by EMIS and the survey results during 2003-04 and 2004-05. While teacher information for Lakki Marwat compiled by EMIS and that reported by the survey only deviated by 1% for 2003-04, the difference was a starker 8% with the EMIS value for the number of teachers exceeding that obtained during the survey for 2004/05.

Table 31: District-wise Data on Teachers Posted to Schools

	2003-04			2004-05		
	EMIS	Survey	EMIS-Survey	EMIS	Survey	EMIS-Survey
Batagram	72	83	-11	70	72	-2
Dir Lower	101	100	1	112	113	-1
Lakki Marwat	82	81	1	85	79	6
Mardan	75	86	-11	94	92	2

242. Table 32 below provides additional information on the differences in EMIS and survey data on the number of teachers posted to schools. As is evident from Table 32, there are a fewer number of schools where EMIS data on teachers varies from that obtained from the survey in 2004-05 as compared with similar data for 2003-04.

Table 32: Comparison of Data on Teachers Posted to Schools

Table 32: Comparison of Data on Teachers Posted to Schools						
	2003-04			2004-05		
No. of schools where teacher strength according to EMIS and survey data differs by:						
	0	1	More than 1	0	1	More than 1
Batagram	13	9	2	15	4	2
Dir Lower	15	6	5	19	7	0
Lakki Marwat	11	7	3	15	5	1
Mardan	9	4	4	11	3	3
2004-05						
No. of schools where sanctioned positions according to EMIS and survey data differ by:						
	0	1	More than 1			
Batagram	16	3	2			
Dir Lower	19	7	0			
Lakki Marwat	14	4	2			
Mardan	13	0	4			

243. Table 32 also provides summarized information on the district-wise comparison on the number of sanctioned teacher positions in the schools surveyed for 2004-05. The data obtained from the survey differs somewhat from the information on sanctioned positions maintained by EMIS, possibly because the survey data was collected at a later period than the EMIS data and there could have been a change in sanctioned positions during this time.

7. RECOMMENDATIONS

7.A. Introduction

244. This section of the report presents our recommendations for improving the management of the teaching force and enhancing the effectiveness of the initiatives of the NWFP government's Institutional Reform Program.

7.B. Teacher Recruitment

7.B.1 Modification of Weights in Recruitment Criteria

245. Presently, the recruitment system does not reward candidates for primary teacher positions with qualifications in science subjects. Resultantly, there is a shortage of teachers with adequate knowledge to teach Maths and Science to students in Grades 4 and 5 (Section 3.E.7). Hence, candidates with Science and Maths backgrounds (Matric in Sciences, FSc, BSc etc) should be given higher weightage in evaluating applicants for primary teacher positions.

7.B.2 Relaxation of Age Requirements

246. As mentioned in Section 3.E the provincial government has relaxed the academic qualification requirement for recruiting primary teachers to enable the staffing of schools in remoter parts of the province. In our opinion, the government should also consider relaxing the age requirements to broaden the base of potential candidates for recruitment without necessarily compromising on the academic quality of the intake.

7.B.3 Recruitment of Locals as Teachers

247. The provincial government has a commendable policy to recruit 75% of new teachers from the same Union Council in which the school is located (Section 3.E.6), a requirement which has had a salutary impact on teacher punctuality and attendance. It is proposed that in areas better equipped in terms of quality of human capital and with a larger pool of candidates with the necessary academic qualifications to choose from, the criteria could be further tightened to only consider the remaining 25% applicants from the same tehsil in which the school is located.

7.B.4 Examinations for Middle School Completion

248. The relaxation of the minimum academic requirement to elementary level qualification in some areas has raised concerns about fake middle level completion certificates being submitted by candidates for posts of primary teachers (Section 3.E.7). This suggests a need to institute/revive a formal system of external examinations for Grade 8 students.

7.B.5 Teacher Certification System

249. Since the main reason for teacher positions remaining vacant pertains to replacements not being provided in time (Section 3.G.2.1), there is a need to expedite the provision of teachers to schools from where teachers have been transferred. New teachers

cannot take up positions lying vacant for a long period due to the lack of a mechanism for recruiting teachers in the middle of an academic year.

250. Therefore, once the salary budget for a teacher has been allocated to a particular school and the position becomes vacant for any reason (e.g. transfer, illness, death etc.), the district government should be permitted to recruit a teacher to fill the vacancy provided provincial guidelines are met and approval has been granted by the Departmental Selection Committee.

251. However, in view of the high costs associated with arranging periodic recruitment drives (advertising the positions, arranging for the meetings of the Selection Committee etc) and the objective of limiting the scope of political abuse in the recruitment process teachers could be selected from a pool of certified teachers. Teachers belonging to this pool could be certified by an independent third party recognized by the government. District governments would then be able to select teachers from this lot and deploy them in schools on the basis of need. Such a system would facilitate the process of providing teachers for vacant positions in a timely and efficient manner.

252. Moreover, existing teachers could be allowed to get themselves certified under this system (after upgrading their qualifications and acquiring the necessary skills) within a period of say five years.

7.C. Teacher Compensation

7.C.1 Enhancing Salary Packages for Poorly Located Schools

253. Currently, there is no difference in the compensation paid to teachers based on the location of the schools to which they are appointed (Section 3.E.7). The government should consider enhancing the salaries of teachers appointed to poorly located schools to provide an incentive for potential teachers to apply for positions in such institutions

7.C.2 Incentives for Teachers for Improving Qualifications

254. Primary school teachers managing to acquire an intermediate degree are entitled to an automatic upgrade to Grade 9. In addition, they are also eligible to apply for the 75% quota for in-service teachers in the Secondary School teacher cadre on the acquisition of a bachelor's degree and a B.Ed (Section 3.F.1).

255. Thus, while there exists an incentive mechanism for primary school teachers to enhance their academic qualifications, no direct benefits accrue to graduate primary school teachers, except over a longer time frame. Moreover, primary school teachers who improve their qualifications and are promoted to the position of a Secondary School Teacher are lost to students in primary grades who are unable to benefit from the improved educational attainments of their teachers.

256. There is therefore a need to put in place a system that mechanically, and on a more immediate basis, rewards primary teachers who acquire a bachelor level academic

qualification, perhaps by automatically granting them Grade 11. The budgetary costs of these salary revisions will have to be estimated and could be substantial considering those who already have graduate and post-graduate degrees would also have to be accommodated under this scheme.

7.D. Teacher Deployment and Training

7.D.1 Rationalization of Teacher Positions

257. The appointment or posting of teachers to schools in accordance with generally accepted norms pertaining to pupil-teacher ratios is a key teacher-management function performed by the provincial and district governments. Survey results show that student-teacher ratios in the schools deviated, although not drastically, from the prescribed norm of 40 students to one teacher. Almost 53% of the schools had pupil-teacher ratios in the range of 20 to 40; around 33% had student-teacher ratios of 20 and below while the remaining 14% schools had more than 40 students per teacher, indicating the need for better deployment of the scarce resource, teachers (Table 3 in Section 3.E.4).

258. As mentioned in Section 3.E.4, the Schools and Literacy department conducted a teacher rationalization exercise prior to the recruitment of contract teachers. However, provincial and district officials identified political interference in the matter of transfers as the principal factor that adversely affected the effectiveness of the re-deployment initiative. In our view, future exercises to rationalize teacher positions should be routed through a better planned and systematic process that reduces the scope of political discretion. Under such a system, while the re-deployment of teachers to schools would continue to be driven by the requirement to bring student-teacher ratios closer to the norm of 40 students to one teacher, the task to select teachers to be posted to particular schools would be undertaken on the basis of detailed information on attributes such as place of residence, academic and professional qualifications, subject specialization and years of teaching experience, etc.

259. Therefore, there is a need to develop and maintain a database on teachers that would supplement the database of school-specific information being presently compiled and managed by the NWFP EMIS, and updated annually. Access to such teacher-related information would greatly facilitate the district governments in their teacher deployment efforts.

7.D.2 Re-defining the Radius of Teacher Deployment

260. As mentioned above, the government, in line with the objective to improve teacher punctuality, had instituted a policy that required 75% of contract teacher positions to be filled by residents of the same union council in which the school was located (Section 3.E.6). While the vast majority of the new teachers initially get posted to schools close to their place of residence, there is a need to limit the radius within which they can be transferred to ensure the realization of the benefits (in terms of improved punctuality and attendance) from recruiting locals.

261. Therefore, to reduce the adverse consequences of politically motivated transfers, the provincial government should consider the possibility of making teachers tehsil or union council cadre so as to reduce the radius within which teachers can move. Instead of adopting a uniform policy for all areas, during the transition phase the policy can vary between districts depending upon the availability of teachers with required qualifications.

7.D.3 Teacher Training

262. As mentioned in Section 5.D, there is a need to establish a separate cadre for teacher educators to improve the quality of teacher training. Only those appropriately qualified and trained as teacher educators should be responsible for conducting teacher training programs.

263. Moreover, in future, a needs assessment exercise should be conducted prior to the initiation of in-service teacher training courses. Teachers should be required to take tests designed to assess their knowledge of the subjects they are required to teach. Those performing well in these tests should then only be trained in teaching methodologies while those with inadequate subject knowledge should also be required to attend courses designed to enhance their understanding of relevant academic concepts.

7.E. Enhancing Effectiveness of PTAs

7.E.1 Improving the Utilization of PTA Funds

264. The survey findings indicated that the lack of flexibility in the utilization of funds was a major factor constraining the effective utilization of funds channeled through PTAs (Section 5.C). Therefore, the PTAs should have greater freedom to decide the use of funds provided to them by district governments. To this end, rather than specifying the activities and facilities on which the funds can be spent, the government should consider introducing a negative list of expenditures which would not be financed from these funds thereby allowing the PTAs to use resources on the basis of school-specific needs.

265. To incentivize parents to engage more actively in school operations and management, thereby strengthening the effectiveness of PTAs in improving the environment for schooling, the allocations of funds at the disposal of the PTAs should be increased. This combined with the above proposed flexibility on the utilization of these monies should help enhance community ownership of schools within the locality.

7.E.2 Criteria for the Distribution of Funds for PTAs

266. Since PTA funds are distributed to schools on classroom basis (Section 5.C), schools with a shortage of classrooms or those that are shelterless are deprived of a fair share of funds for non-salary inputs. Therefore, it is recommended that PTA funds should be distributed to schools on the basis of enrollment levels.

7.F. Other Recommendations

7.F.1 Granting Operational Autonomy to District Governments

267. So that the benefits expected from devolving the operational aspects of service delivery can be reaped, district governments should be granted adequate autonomy to manage staff transferred to them. Hence, the provincial government should not impose bans on postings of district staff. It should also allow district governments to recruit teachers as and when the need arises rather than restricting recruitment activity to a particular time during the year.

7.F.2 Improving the Distribution of Free Textbooks

268. The head teachers of all the primary schools surveyed reported receiving free textbooks for the academic year 2004-05, with more than 77% of them acknowledging that textbooks had been distributed to more than three-fourths of their students. However, only one-third of the head teachers reported receiving the textbooks at the beginning of the academic year while others mentioned some delays in their receipt. Moreover, the majority of the schools received the textbooks in batches rather than as one lot (Section 5.B.2). There is a need to improve the planning of the process of distribution of textbooks to schools. The provincial government should coordinate with the district governments and ensure that textbooks are received in the districts much before the start of the academic year so that they can be distributed in a timely manner.

Appendix-I: Teacher Management Study - Field Survey in NWFP - ToRs

Objectives

1. The background study will provide field evidence from a purposively selected sample of schools and districts to answer two related questions:
 - What has been the progress of past policy initiatives (specifically the IRP) in delivering improvements to government elementary education over the last three years.
 - What are the main policy challenges for future reform, particularly in the area of teacher management.

Outputs

2. DFID funding will be used to pay for the first part of the production of this report. The output of this set of TORs will be the production of a raw data file following from the survey work. World Bank funds will be used to contract the consultants to produce a draft and then a final version of the report.

Methodology

3. The study will assess current policy, practice and will make recommendations for change in the teacher management areas of: recruitment, deployment, transfers, creation of a good working environment (facilities and teaching-learning materials), on-going support and development (through academic support by supervisory staff following continuing in-service training courses), compensation, supervision and monitoring and a mutual accountability framework encompassing "education managers", teachers and the community/parents.
4. The study will provide quantitative information on key indicators of the effectiveness of teacher management and the variation in these indicators across important parameters (geographic location, type of school and management type); the extent of teacher absenteeism; analysis of the teacher-level and school-level factors of teacher absenteeism; quantitative and qualitative information covering the effectiveness of recent measures introduced by the provincial government to improve teacher availability and presence; and the current status of accountability systems and teacher responses to possible reforms. An example of a key management indicator would be the instructional time lost due to teachers not being available (caused by management practices relating to recruitment, deployment to individual schools, transfers and leave) or not being present in schools (caused by both factors relating to management practices and to teacher motivation and lack of accountability). Another would be the effective working days in a year and the working time per day.
5. The study will assess the performance of the NWFP IRP in relation to education, especially the impact of various policy measures on teaching learning environment, management practice. It will attempt to collect views on recent changes resulting from

the reforms from teachers and students. An interview protocol will be developed for use at school, district government and provincial government level to assess the impact of each of the areas of reform (as specified in the IRP produced by the DoS&L).

7. The study will cover an analysis of provincial/district government policy and practice for teacher recruitment, deployment, transfers, absenteeism and accountability based on interviews of provincial and district officials. It will trace the way provincial and district governments exercise authority over staff and financial resources in the management of the education system. It will also trace the way the IRP has been implemented through the devolved government system.
8. The final report will provide information on the current situation pertaining to teacher management and the implementation of the IRP, the recent trends in these areas, and prospects for change.
9. Four districts will be purposively selected (four preferred districts are Tank, Kohat, Mardan, Abbotabad) for the field survey, representing the educationally advanced and backward regions of the province. The sample size will be approximately 75 elementary schools. Selection of schools within tehsil/union councils will be done as per a detailed sampling note which will be finalized before the commencement of the survey. All teachers, including the headteacher, within the selected schools will be interviewed.
10. The following steps will be followed for the survey:
 1. Finalization of all data collection instruments jointly with the Government of NWFP and Bank officials and consultants
 2. Pre-testing of the instruments to iron out field level problems if any and finalization
 3. Identifying the sample schools using the appropriate randomization process
 4. Developing a field plan for efficient coverage of the sample
 5. Actual face-to-face data collection using a set of thoroughly trained interviewers
 6. Data entry and scrutiny of the data
11. A manual will be prepared for the field investigators.
12. Data will be collected through two unannounced visits to schools: the first when the school opens and the second half an hour before it closes. The first visit will be used to collect the data, conduct all interviews; the second visit will be short and only for recording teacher presence and student attendance.
13. Survey data will be compared with existing EMIS data to assess the validity of existing DoS&L records. Difference between the data sets should be noted, but the survey team is not required to provide reasons for any difference.
14. The analysis to answer the main questions listed above will be conducted using simple cross-tabulations of the main outcome indicators. Possible explanatory variables

that could be used for the subsequent multivariate analysis of teacher outcome variables will be identified. The outcome indicators will be agreed with the WB team before the start of the field survey. Other indicators may be added to the list as required. Possible explanatory factors at the teacher, school and tehsil/union council level collected through the survey will be included. Variables that may help assess the impact of the IRP may be added at a later stage with the concurrence of the consultant and staff.

Timing

15. The raw data file will be produced by 31 March 2005.

Management and reporting

16. Payments will be made against two outputs. 40% of fee will be paid on delivery of an inception report giving the questionnaire, sampling methodology, outcome indicators and data collection strategy. The remaining 60% of DFID funds will be paid against the production of the raw data file. WB funds will be used to contract the production of the final report.

17. The head of the team/project manager/consultant will be responsible for ensuring the safety and security of all national consultants.

18. DFID's local procurement officer will be responsible for negotiating and managing the contracts with the consultants. The consultants will liaise with the local procurement officer on all contractual matters in the first instance.

19. DFID will not provide services to the consultant/team for transport, office space, computing facilities, etc. The consultant/team will need to make local arrangements for all services.

Background

20. The Government of NWFP has requested the World Bank to produce the NWFP Economic Report. The purpose of the report is to undertake an analysis of the main barriers to growth, poverty reduction, and social development in the province, and provide appropriate policy recommendations. DFID is part financing this study to both support the government in identifying its future priorities and to assist DFID to determine how best HMG resources will be used to support the GoNWFP.

21. As part of the report, the GoNWFP wishes to produce a back ground study on Improving Service Delivery and Outcomes in the Education Sector in the NWFP. The background study has two related objectives. Firstly, it sets out to carry out a comprehensive analysis of teacher management issues in NWFP. Secondly, it will assess the performance of the NWFP Institutional Reform Program (IRP) in relation to education.

22. The MMA government is committed to making improvements in education. So far the MMA government has focused its attention on making changes to the school

curriculum, and it has not revised or updated the plans of the previous government for its programme of school expansion.

23. The IRP is NWFP's principle policy document for education reform. It contains both priorities for investment, as well as institutional reform. There is a need to assess whether the IRP has changed management practice or investment decisions in the province and the extent to which these changes have had an impact on the school.

24. Devolution has made major changes to education service delivery with the result that there is an ongoing process of divesting powers to the district government. This presents a continuous challenge to determine how best to realign and strengthen government to give to maximise improvements to the education sector.

25. Donors (particularly a group of bilateral agencies) stand ready to assist the GoNWFP with a programme of education sector development, if such a programme can be established by the GoNWFP. The economic report should provide a basis to determine what the future education reforms should be.

Appendix-II: Questionnaire**DFID/WORLD BANK -TEACHER MANAGEMENT STUDY****SURVEY OF SCHOOLS****Instructions to Surveyor:**

- a) Surveyor has to reach the school before it starts in the morning.
- b) Surveyor should leave school after conducting head teachers' and teachers' interviews and return half an hour before school closure to record early departure of teachers and carry out student interviews.
- c) The surveyor will be provided the codes of the district (from 1 to 4) and tehsil (from 1 to 2) that he will be visiting. He will allocate a unique number (from 01 to 20) to each school in that district and tehsil ensuring that the number once used for a school is not repeated for another school in the same tehsil and district.
- d) Look at the teacher attendance register for the last two months to note down number of days each teacher mentioned in the detailed table (Question I I in Part B) relating to teachers in the school was absent or on leave.
- e) All questions, unless otherwise specifically indicated, can have multiple answers.
- f) In case of schools without Parent Teacher Associations (PTAs) or where these are essentially dysfunctional, surveyors should interview any parent or knowledgeable person in the village/area on issues/matters earmarked for members of PTAs and prepare a short note.

- 1. Name of Surveyor: _____
- 2. Name of Supervisor: _____ Signature: _____
- 3. Date of survey (DD/ MM/ YY): _____
- 4. Time of survey: _____

DFID/WORLD BANK -TEACHER MANAGEMENT STUDY**SURVEY OF SCHOOLS****PART A: GENERAL OBSERVATIONS**

Note: Surveyor has to be present at the school premises before school starts in the morning.

Name of school: _____

1. Address of school: _____

District: _____

Tehsil: _____

Rural: ☐

Urban: ☐

EMIS School Code: _____

School code for study (3 digits)

--	--	--

2. Type of School:

Gender:

Boys

☐

Girls

☐

Level:

Primary

☐

Middle

☐

3. Official time of school commencement:

4. Official time of school closure:

5. Teacher punctuality on day of visit to school:

No. of teachers who arrived on time (within half an hour)	
No. of teachers who arrived between half an hour and an hour late	
No. of teachers who arrived more than an hour late	

6. School Construction

a) Pucca

☐

b) Semi-pucca ☐c) Kucha ☐

7. a) Physical Facilities

Facilities	No.	Condition of facility		
		Good No.	Needs Repair No.	Poor No.
Classrooms with fans				
Classrooms without fans				
No. of classes without rooms				
Blackboards				
Toilets				
Drinking Water Facilities				
Boundary Wall	Yes/No			

(b) Facilities provided to schools during 2002-03 to 2004-05 under IRP

Facilities	Yes	No	Not Required
Construction of New Classrooms			
Student Toilets			
Drinking Water Facilities			
Boundary Walls			

(c) For girls' schools: Are some facilities still missing in your school?

Yes ☐No ☐

(d) Furniture

i) Is furniture available for writing and sitting?

Yes ☐No ☐

Note: If NO in d)i) above, move to Qs 8

ii) Have you been provided any furniture as part of the Institutional Reform Program?

Yes ☐No ☐

iii) What is the percentage of students who have sitting space?

a) Less than 10% ☐b) up to 25% ☐c) up to 50% ☐d) up to 75% ☐e) More than 75% ☐

iv) What is the percentage of students who have

a) Less than 10% ☐

writing space?

- b) up to 25%
- c) up to 50%
- d) up to 75%
- e) More than 75%

v) If all students do not have furniture, how is this distribution of furniture made?

- a) Given only to children of senior classes
- b) Some classes have desks and chairs while children of other classes sit on the floor
- c) Other (specify)

8. For middle schools only:

Is there a visible difference between the physical facilities of the primary sections and the middle sections?

Yes ☐No ☐

PART B: QUESTIONNAIRE FOR HEAD TEACHER**GENERAL SCHOOL DATA**

1. Head teacher (Name) _____
2. If absent, name of teacher interviewed _____
- a) Regular ☐
- b) Contract ☐

3. Current Class wise Enrolment

Class	No. of Sections	Students Enrolled	Students Absent
Kachi			
1			
2			
3			
4			
5			
6			
7			
8			
Total			

Note: Total number of sections given here should be equal to "no. of classrooms with fans" plus "no. of classrooms without fans" plus "no. of classes without rooms". Empty classrooms are not to be included for this calculation.

4. Class wise Enrolment over 2002-03 to 2003-04

Years	Kachi	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
2002-03										
2003-04										

5. Information on Teachers

	Primary classes (1 to 5)	Middle classes (6 to 8)	Total	2002-03	2003-04
No. of regular teachers					
No. of contract teachers					
Total					
Feeder Teachers					

Teacher Vacancy

6. (a) What is the total number of sanctioned positions in your school? _____

(b) Number of Vacant Sanctioned Positions _____

7. Vacant Sanctioned Positions

Serial	Enter name of vacant position (oldest first)	Period vacant 1=less than 3 months, 2=less than 6 months, 3=less than 1 year, 4=less than 3 years, 5= three years or more	Reason vacant 1=Not appointed at start of academic year, 2=Transferred without replacement, 3=Retired, 4=Govt criteria for recruitment too difficult to meet, 5=Lack of teachers with required academic qualifications, 6=Potential teachers not prepared to join this school, 7=Lack of availability of female teachers, 8=Others (please specify)
1.			
2.			
3.			
4.			
5.			

8. Were any new teachers provided to your school during 2002-03 to 2004-05? Yes ☐ No ☐

9. If YES in Qs. 8:

a) No. of teachers provided through transfers _____

b) No. of teachers recruited for the first time _____

10. Teacher Positions that have been filled in from 2002-03 to 2004-05

Sr.	Enter name of position (oldest first)	Period for which it was vacant 1=less than 3 months, 2=less than 6 months, 3=less than 1 year, 4=less than 3 years, 5= three years or more	Reason vacant 1=Not appointed at start of academic year, 2=Transferred without replacement, 3=Retired, 4=Govt criteria for recruitment too difficult to meet, 5=Lack of teachers with required academic qualifications, 6=Potential teachers not prepared to join this school, 7=Lack of availability of female teachers, 8=Others (please specify)	How soon was replacement provided? 0=Immediately, 1=less than 3 months, 2=less than 6 months, 3=less than 1 year, 4=one year or more
1.				
2.				
3.				
4.				
5.				

11. a) General Information Regarding Teachers

Sr.	Name of Teacher	Gender (M/F)	Marital Status (S=Single, R=Married)	Write 'C' if on contract	Write 'A' if absent	If absent, was prior notice given? (Y/N)	Write 'A' if absent on the second visit	No. of days teacher was absent during last two months (monthly casual leaves)	No. of days teacher was on leave for other reason (Annual leave, maternity leave, sick leave etc)	Nature of leaves listed in previous column 1=Annual leave; 2=Maternity leave; 3=Sickness leave; 4=Others (Please Specify)	Subject Taught 1=Science, 2=Maths, 3=Urdu, 4=English, 5=Islamiyat, 6=Pakistan Studies, 7=Arabic 8=All, 9=All except English, 10=Others
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											

11. b) General Information Regarding Teachers

Sr.	*Academic Qualification 1=Matric; (Arts) 2=Matric (Science); 3=FA; 4=FSc; 5=BA; 6=BSc; 7=MA; 8=MSc	Major Subjects of Last Qualification (For graduation and above, write name of subject)	Year of Attaining Matric Qualification	**Professional Qualification 1=PTC; 2=CT; 3=BA+B.Ed	Years of teaching experience	Years of teaching experience in this school
1.						
2.						
3.						
4.						
5.						
6.						

Sr.	*Academic Qualification 1=Matric; (Arts) 2=Matric (Science); 3=FA; 4=FSc; 5=BA; 6=BSc; 7=MA; 8=MSc	Major Subjects of Last Qualification (For graduation and above, write name of subject)	Year of Attaining Matric Qualification	**Professional Qualification 1=PTC; 2=CT; 3=BA+B.Ed	Years of teaching experience	Years of teaching experience in this school
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

*For academic qualifications only mention last qualification

**For professional qualification mention all the qualifications received

11. c) General Information Regarding Teachers

Sr.	Time taken to reach school 1= 15 mins or less, 2= Up to half an hour, 3= Up to one hour, 4= More than one hour	Mode of transportation 1=Walk, 2=Bicycle, 3= Bus/Public transport, 4= Motorcycle 5= Tonga 6=Miscellaneous	Residence 1= This village, 2= This Union Council 3= This tehsil, 4= This district	No. of in-service training courses attended	In-service training courses		
					How long ago did you attend the last training course? 1= 3 months; 2= 6 months ago; 3= 1-2 years ago; 4= 3 or more years ago; 5= Never	What was the duration of this training? 1=Less than one week, 2=Up to two weeks; 3=Two to four weeks; 4=More than one month	When was this training conducted? 1=At a time when school was supposed to be running; 2=During school vacation; 3=On school days but after school hours; 4=Cannot recall
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							

Sr.	Time taken to reach school 1= 15 mins or less, 2= Up to half an hour, 3= Up to one hour, 4= More than one hour	Mode of transportation 1=Walk, 2=Bicycle, 3= Bus/Public transport, 4= Motorcycle 5= Tonga 6=Miscellaneous	Residence 1= This village, 2= This Union Council 3= This tehsil, 4= This district	No. of in-service training courses attended	In-service training courses		
					How long ago did you attend the last training course? 1= 3 months; 2= 6 months ago; 3= 1-2 years ago; 4=3 or more years ago; 5=Never	What was the duration of this training? 1=Less than one week, 2=Up to two weeks; 3=Two to four weeks; 4=More than one month	When was this training conducted? 1=At a time when school was supposed to be running; 2=During school vacation; 3=On school days but after school hours; 4=Cannot recall
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

12. Information on Feeder Teachers

Sr.	Name of Teacher	*Academic Qualification 1=Matric; 2=FA; 3=FSc; 4=BA; 5=BSc; 6=MA; 7=MSc	Year in which last qualification was attained	**Professional Qualification 1=PTC; 2=CT; 3=BA+B.Ed	Years of teaching experience	Years of teaching experience in this school
1.						
2.						
3.						
4.						
5.						

*For academic qualifications only mention last qualification received

**For professional qualification mention all the qualifications received

13. Identify three key factors that you regard as most important in improving quality of schooling?

- a) Teacher presence ☐
- b) Empower head teacher to discipline teachers ☐
- c) Better qualified teachers ☐
- d) Performance based rewards ☐
- e) Improved in-service training of teachers ☐
- f) Better textbooks and teaching guides ☐
- g) Academic support/guidance on teaching by supervisory staff ☐
- h) Upgrading of essential infrastructure (e.g. classrooms, toilets, electricity, drinking water, blackboards) ☐
- i) Furniture for children ☐

- j) Teacher attitude ☐
- k) Others (please specify) ☐

14. No. of days school was closed during the previous year (excluding national holidays and official school holidays)? (Provide reasons)

Teacher Punctuality and Attendance

15. In your opinion, is late arrival/early departure of teachers a major problem? Yes ☐ No ☐
16. If YES in Qs. 15:
- (a) Do regular teachers generally adhere to school timings? Yes ☐ No ☐
- (b) Do contract teachers generally adhere to school timings? Yes ☐ No ☐ N/A No contract teachers ☐
17. If YES in Qs. 15, what are the two main reasons generally for teachers arriving late at school?
- a) Have to perform household chores ☐
- b) Poor transport or road connections to school ☐
- c) Dependent on schedule of public transport ☐
- d) Others (please specify) ☐
18. Is teacher attendance an issue? Yes ☐ No ☐
19. If YES in Q18 for which type of teacher?
- a) Both regular and contract teachers ☐
- b) Regular teachers only ☐
- c) Contract teachers only ☐
- d) N/A – no contract teachers ☐
20. How has staff attendance changed in the past two years?
- a) Improved substantially ☐
- b) Improved moderately ☐
- c) Not changed ☐
- d) Worsened ☐
21. What are the two main reasons generally for teachers being absent from schools?
- a) Not being penalized for casual attitude towards duty ☐
- b) School too far away from home ☐
- c) Poor transport or road connections to school ☐
- d) Appropriate housing is unavailable in the area ☐
- e) Have to perform household chores ☐

- f) Health reasons ☐
- g) Personal engagements (e.g. attending family functions, weddings, member of family sick, funerals) ☐
- h) Backing of influentials ☐
- i) Other (please specify) ☐
22. If YES in Q18, what are the two most important measures that can improve attendance of teachers?
- a) Effective disciplinary mechanisms ☐
- b) Better transport/road connection to school ☐
- c) Appointment of locals to schools ☐
- d) Others (please specify) ☐

Teacher Accountability

23. Do you have appropriate authority to discipline teachers? Yes ☐ No ☐
24. If NO in Q23, can you file a complaint with the relevant authority, for example the DDEO? Yes ☐ No ☐
25. (a) Have you ever filed a complaint? Yes ☐ No ☐
- (b) If YES in (a), was any action taken by the Department on your complaint? Yes ☐ No ☐
- (c) If YES in (b), which of the following actions was taken by the district authorities?
- i) Dismissed or requested to be dismissed ☐
- ii) Suspended or requested to be suspended ☐
- iii) Transferred or requested to be transferred ☐
- iv) Inquiry initiated ☐
- v) Explanation called ☐
- vi) Issued a written warning ☐
- vii) Given a verbal warning ☐
- viii) Salary temporarily discontinued ☐
- ix) Deductions from salary ☐
- d) If NO in (b), why wasn't any action taken against the teachers?
- i) Weak legislation for effective enforcement ☐
- ii) Disciplinary procedures too complicated and cumbersome to implement ☐
- iii) Resistance from teacher unions ☐
- iv) Teachers well connected/political interference ☐
- v) Others (please specify)..... ☐
26. In your opinion, what are the effective mechanisms for disciplining teachers
- a) Suspension ☐
- b) Transfer ☐
- c) Dismissal ☐
- d) Deductions from salary for days absent ☐

Supervision by Authorities

- e) Stop annual increment for a year ☐
- f) Delay salary payment ☐
27. How often do the DEO/DDEOs visit your school?
- a) More than once a year ☐
- b) Once a year ☐
- c) Once every two years ☐
- d) After more than two years ☐
- e) Never ☐
- f) Don't know ☐
28. What is the frequency of visits of the ADEOs to your school?
- a) Monthly ☐
- b) Once every three months ☐
- c) Once every three to six months ☐
- d) Six months to a year ☐
- e) After more than a year ☐
- f) Never ☐
- g) Don't know ☐
29. When was the last time an official of the District Education Department visited your school?
- a) In the last three months ☐
- b) Four to six months ago ☐
- c) Almost a year ago ☐
- d) More than one year ago ☐
- e) Can't remember, too long ago ☐
- f) Never ☐
30. Did your school have its annual school inspection last year? Yes ☐ No ☐
31. Has an official ever visited your school other than for the annual school inspection? Yes ☐ No ☐
32. If YES in Qs. 31, how long did he/she stay?
- a) Up to 30 minutes ☐
- b) Up to 1 hour ☐
- c) 1 to 2 hours ☐
- d) More than 2 hours ☐
33. If YES in Qs. 31, what tasks did he/she perform during his/her visit?
- a) Observed teaching practices by visiting classrooms ☐
- b) Provided guidance to teachers on how to communicate concepts ☐

- c) Queried students regarding subject being taught ☐
- d) Performed routine work involving examination of registers ☐
- e) Just had a general discussion with the head teacher ☐

Change in Recruitment Policy

Questions 34-38 to be asked only if the school has a contract teacher

34. Are you supportive of the policy to appoint contract teachers on institution-specific basis? Yes ☐ No ☐
35. In your opinion, have students benefited in terms of subject knowledge and exam results?
- | | | |
|--|------------------------------|-----------------------------|
| a) from contract recruitments | Yes ☐ | No ☐ |
| b) from raising teacher qualification requirements | Yes ☐ | No ☐ |
| c) recruitment of locally available teachers | Yes ☐ | No ☐ |
36. Has the recruitment of contract teachers had any impact on the attendance of regular teachers? Yes ☐ No ☐ N/A No contract teachers ☐
37. If YES in Q36, has the attendance of regular teachers improved? Yes ☐ No ☐
38. Which of the following do you recommend with regard to contract teachers?
- | | |
|--|--------------------------|
| a) Duration of contract: | |
| i) Should be three years or less | ☐ |
| ii) Period should remain unchanged | ☐ |
| iii) Regularise them | ☐ |
| b) Have same leave policy as that for regular teachers | ☐ |
| c) Career paths: | |
| i) Annual salary increments should be built into the contract | ☐ |
| ii) Teachers who have completed a contract should get higher salaries than new contract teachers | ☐ |
| iii) Other (please specify) | |
| d) Other (please specify) | |

Information on Students

39. Is student absenteeism a problem? Yes ☐ No ☐
40. On average, how long does it take for students to reach school?
- | | |
|------------------------|--------------------------|
| a) 15 minutes | ☐ |
| b) Around half an hour | ☐ |

41. In which class does the "drop-out" tendency become a problem?
- c) Half an hour to an hour ☐
- d) More than an hour ☐

Kachi	1	2	3	Class	4	5	6	7	8
-------	---	---	---	-------	---	---	---	---	---

Note: e.g., if the child does not complete class 1 and leaves school, he is presumed to have dropped out in Class 1. However if he has completed Class 1 but does not enrol in class 2 or leaves school in Class 2, he has dropped out of Class 2 etc.

42. a) Is there any pattern of failures? Yes ☐ No ☐
- b) If YES in (a) above, which subject shows maximum failure?

Science	Maths	Urdu	English	Subject	Islamiyat	Pak. Studies	Arabic	Other
---------	-------	------	---------	---------	-----------	--------------	--------	-------

Collection of Other Funds from Students

43. Does the school recover any charges other than fees (which has been abolished now)? Yes ☐ No ☐

44. If YES in Qs. 43, which funds are collected (also state the individual amount for each fund)

.....

.....

.....

Feedback on IRP Initiatives

Have students in Grades 1 to 5 received free textbooks during March/April 2004?

Yes ☐ No ☐

If YES in Q45, were the textbooks received on time?

Yes ☐ No ☐

If YES in Qs. 45, were the textbooks received in:

- a) One lot
- b) Batches

48. If YES in Q45, how many students from Grades 1 to 5 received these books?

- a) Less than 50%
- b) 50% to 75%
- c) More than 75%
- d) All ☐

49. In Girls' Middle Schools, have textbooks been

Yes ☐ No ☐

issued to girls in grades 6 to 8?

50. As a result of the provision of free textbooks, has there been:

- a) Improvement in student enrolment ☐
 b) Improvement in student attendance ☐
 c) Reduction in the number of drop-outs ☐

51. As a result of the abolition of fees, has there been:

- a) Improvement in student enrolment ☐
 b) Reduction in the number of drop-outs ☐
 c) Other impact (please specify)

52. Has English been introduced as a subject in your school?

Yes ☐

No ☐

Incentives for Performance

53. Are there any incentives for rewarding teachers for good performance?

Yes ☐

No ☐

54. If YES to Q53, has anyone in your school ever won such an award?

Yes ☐

No ☐

55. What should be the basis of rewarding teachers?

- a) Results in public exams ☐
 b) Results in tests administered by third parties ☐
 c) Years of experience ☐
 d) Teachers should be given higher salary/grade for enhancing qualifications ☐
 e) Completing in-service training courses ☐

Parent Teacher Associations

56. Is there a Parent Teacher Association in your school?

Yes ☐

No ☐

57. If YES in Q56 is it effective in monitoring and improving teacher presence?

- a) Yes ☐
 b) No ☐
 c) Has no powers to monitor teacher presence ☐

58. Does the PTA use its funds for hiring teachers on contract to fill temporary vacancies?

Yes ☐

No ☐

Physical Facilities

59. Source of Funds for Facilities

Source of Funding

	District Governme nt	Teachers contributio ns	Contributions from Community Members	PTA	N/A- Facility not Available	Other (Specify)
Repairs						
Furniture						
Walls, floors, toilets						
Other equipment (fans, blackboards etc)						
Whitewash						
Recurring Expenditure						
Utility bills e.g. electricity (if applicable)						
Purchase of Furniture						
Consumables						
Supplementary reading material, atlas etc.						
Chalk						
Stationery						

In case the school receives funds from the district government for any of the above:

60. Do you receive these funds on a timely basis? Yes ☐ No ☐
61. How often are these transfers made?
- a) Quarterly or earlier ☐
- b) After every 6 months ☐
- c) Between 6 months to a year ☐
- d) After more than a year ☐

School Construction

62. Has there been any new construction at your school during 2002-03 to 2004-05? Yes ☐ No ☐
63. If YES in Qs. 62, was the money spent on providing facilities based on the schools own priorities Yes ☐ No ☐

Teacher Training

64. Has at least one teacher in your school been trained in the last 2 years? Yes ☐ No ☐

Note: If the teachers have not received any training, move to Qs. 68

65. Is the functioning of the school affected by teachers attending training courses? Yes ☐ No ☐
66. Do children benefit from the training of their teacher? Yes ☐ No ☐ Don't know ☐

67. Have you (head teachers) been given training in administrative and financial powers?

Yes ☐No ☐**Other Responsibilities of Teachers**

68. Were school days lost because of other responsibilities assigned to teachers (election duties, etc)

Yes ☐No ☐

69. How many school days were lost last year because of:

- a) Election duties
- b) Invigilation of board exams
- c) Immunization Campaigns
- d) Universal Primary Education enrolment drives
- e) Others (please specify)

PART C: TEACHER QUESTIONNAIRE

Note: Interview at least three teachers where available.

Name

Sr. No. .

1. (a) How satisfied are you with your job overall?
 - i) Satisfied
 - ii) Moderately satisfied
 - iii) Dissatisfied
- (b) If answer to (1a) is (ii or iii), what are the two main reasons for this dissatisfaction?
 - i) Inadequate salaries
 - ii) Poor school infrastructure
 - iii) Inadequate teaching supplies (books, chalks etc.)
 - iv) Shortage of teachers
 - v) Too much time spent on non-teaching duties
 - vi) Irregular/unreliable salary payments
 - vii) School too far away
 - viii) Behaviour of education department officials
 - ix) Poor promotion prospects
 - x) Repeated transfers
 - xi) Others (please specify).....
2. After qualifying, how long did you have to wait before being appointed as a teacher?
 - a) Less than six months
 - b) Six months to a year
 - c) One to two years
 - d) More than two years
3. Did you use political/family influence for your appointment/posting?

Yes ☐
4. What other sources of income do you have?
 - a) None
 - b) Agricultural land
 - c) Trade and commerce (eg. shops etc)
 - d) Private tuition
 - e) Other (specify).....
5. Identify three key factors that you regard as most important in improving quality of schooling?
 - a) Teacher presence
 - b) Better qualified teachers
 - c) Performance based rewards
 - d) Improved in-service training of teachers
 - e) Better textbooks and teaching guides
 - f) Academic support/guidance on teaching by

- supervisory staff ☐
- g) Upgrading of essential infrastructure (e.g. classrooms, toilets, electricity, drinking water, blackboards and furniture) ☐
- h) Teacher attitude ☐
- i) Others (please specify) ☐
6. What are the two main reasons for teachers being generally absent from schools?
- a) Not being penalized for casual attitude towards duty ☐
- b) Poor transport or road connections to school ☐
- c) School too far away from residence ☐
- d) Have to perform household chores ☐
- e) Health reasons ☐
- f) Personal engagements (e.g. attending family functions, weddings, funeral) ☐
- g) Other (please specify) ☐
7. What are the two most important reform measures or incentives that can improve attendance of regular teachers?
- a) Effective mechanisms for disciplining teachers ☐
- b) Better career paths (promotion opportunities) ☐
- c) Posting them to schools closer to their residence ☐
- d) Others (please specify) ☐
8. What changes do you (contract teachers) recommend:
- a) Make Contract duration ☐
- i) Less than five years ☐
- ii) More than five years ☐
- iii) Period should remain unchanged ☐
- b) Have same leave policy as for regular teachers ☐
- c) Regularise contract teachers ☐
- d) Career paths: ☐
- i) Higher increments should be built into contracts ☐
- ii) Teachers who have completed a contract should get higher salaries than new teachers ☐
- iii) Others (please specify) ☐
- e) Others (please specify) ☐
9. Besides teaching what other responsibilities are assigned to you officially?
- a) Election duties ☐
- b) Invigilation of board exams ☐
- c) Immunization Campaigns ☐
- d) Universal Primary Education enrolment drives ☐
- e) Others (please specify) ☐

10. Are you supportive of the continuous assessment policy? Yes ☐ No ☐ Not aware ☐
11. If No in question 10, what do you recommend? a) Teachers should be trained in this system ☐
b) The previous system of examinations should be restored ☐
c) Other (please specify)..... ☐
12. Is corporal punishment administered? Yes ☐ No ☐
13. What other means are used for disciplining students?
14. Do students leave school early (before closure)? a) Never ☐
b) Rarely ☐
c) Frequently ☐
d) Only in harvesting season ☐
e) Others (please specify) ☐
15. If early departure of students is an issue, what is the percentage of children who leave early? a) Less than 10% ☐
b) 10% to 25% ☐
c) 25% to 50% ☐
d) More than 50% ☐
16. In your opinion, would the provision of teaching guides be beneficial in improving your performance? Yes ☐ No ☐
- For teachers who have undergone training:**
17. In your view, did the training prepare you to teach effectively? Yes ☐ No ☐
18. Was the quality of training: a) Good ☐
b) Average ☐
c) Poor ☐

PART D: QUESTIONS FOR STUDENTS OF GRADES 4 OR 5

1. How long does it take you to reach school? a) Less than 15 minutes ☐
b) 15 minutes to half an hour ☐
c) Half an hour to an hour ☐
d) More than an hour ☐
2. How much do your parents pay to the school every month?
3. Was your teacher able to finish the textbooks last year? a) Completely ☐
b) Most of them ☐
c) Less than half ☐
4. Do your teachers attend school regularly? Yes ☐ No ☐
5. Do teachers adhere to school timings? Yes ☐ No ☐
6. Does the teacher punish you by beating you? Yes ☐ No ☐
7. What other methods are used for punishing students?

SURVEY QUESTIONNAIRE E: PARENT TEACHER ASSOCIATION (PTA) MEMBERS

1. When was the PTA established ? _____
2. What is the frequency of meetings held by PTA members in a year?

a) None		☐
b) Once		☐
c) Twice		☐
d) More than twice		☐
3. What is the PTA involved in?

a) Improving community attitude towards value of education		☐
b) Encouraging parents to enrol their children in schools		☐
c) Convincing parents of the importance of female education		☐
d) Checking student drop-outs		☐
e) Providing schools with basic facilities (constructing boundary walls, toilets, additional classrooms, etc.) and undertaking minor rehabilitation works		☐
f) Providing consumables, e.g. educational materials, blackboards, chalks, stationary, etc.		☐
g) Monitoring teacher presence and reporting to the relevant authority (DEO, EDO, etc.)		☐
h) Handling any complaints against teachers		☐
i) Hiring teachers for filling short-term vacancies		☐
j) Overseeing work being carried out in the school under different government programs		☐
k) Supporting extra-curricular activities		☐
l) Observing classroom teaching practices		☐
m) Other (please specify)		☐
4. Have school operations in the last two years:

a) Improved substantially		☐
b) Improved moderately		☐
c) Worsened		☐
d) Remained the same		☐
5. How has staff attendance changed in the past two years?

a) Improved substantially		☐
b) Improved moderately		☐
c) Not changed		☐
d) Worsened		☐
6. Are there any contract teachers in your school? Yes ☐ No ☐
7. If YES to Qs.6, then in your opinion have issues

- such as presence, late arrival and early departure
reduced since the appointment of contract teachers? Yes ☐ No ☐
- Have PTA members been given the responsibility
of monitoring teacher presence? Yes ☐ No ☐
- If YES in Qs. 8, do PTA members conduct random spot-checks to
monitor teacher presence? Yes ☐ No ☐
- What action can the PTA members take against absent
teachers?
- a) Have no powers to initiate any action ☐
 - b) File a complaint with the relevant authority ☐
 - c) Discuss issue with relevant teacher ☐
 - d) Other (please specify) ☐
11. Was any action taken by district officials if the
PTA reported absenteeism? Yes ☐ No ☐
12. Is the nature of the PTA's relationship with the
head teacher:
- a) Good ☐
 - b) Not good ☐
 - c) No relationship ☐
 - d) Don't know ☐
13. Is the nature of the PTA's relationship with
other teachers:
- a) Good ☐
 - b) Not good ☐
 - c) No relationship ☐
 - d) Don't know ☐
14. Is the nature of the PTA's relationship with district
officials (ADEO, DDEO etc):
- a) Good ☐
 - b) Not good ☐
 - c) No relationship ☐
 - d) Don't know ☐
15. Have students in your school received free textbooks? Yes ☐ No ☐
16. If YES in Qs.15, were the textbooks received on time? Yes ☐ No ☐
17. As a result of the provision of free textbooks,
has there been:
- a) Improvement in student enrolment ☐
 - b) Improvement in student attendance ☐

- c) Reduction in the number of drop-outs ☐
18. As a result of the abolition of fees, has there been:
- a) Improvement in student enrolment ☐
 - b) Reduction in the number of drop-outs ☐
 - c) Other impact (please specify) ☐
19. Do you think the school is poorly located? Yes ☐ No ☐
20. If YES in Qs. 19, what are the reasons?
- a) Too far away ☐
 - b) Poor road connection ☐
 - c) Difficulty in obtaining transport to school ☐
 - d) Problems of security and safety ☐
21. Have funds for instructional materials and minor repairs been transferred to PTA Accounts? Yes ☐ No ☐
22. Are works regularly carried out by government to repair the school? Yes ☐ No ☐

Appendix-III: List of Schools Surveyed

Attached as Excel Worksheet

Appendix-IV: Requirements for Elementary School Teachers

Elementary School Teacher (CT/DM/PET)

Break-up of total marks for academic and professional qualifications:

- SSC (25 marks)
- FA/FSc (25 marks)
- CT/DM/PET (25 marks)
- BA/BSc (10 marks)
- MA/MSc (10 marks)
- Experience (maximum of 5 Marks)
 - 3 years (5 Marks)
 - 2 years (3 Marks)
 - 1 year (2 marks)

Senior English Teacher

Break-up of total marks for academic and professional qualifications:

- SSC (20 marks)
- FA/FSc (20 marks)
- BA/BSc (20 marks)
- B.Ed (20 marks)
- MA/MSc (10 marks)
- M.Ed. (5 marks)
- Experience (maximum of 5 Marks)
 - 3 years (5 Marks)
 - 2 years (3 Marks)
 - 1 year (2 marks)

Appendix-V: Tables

Table V.1 – Teachers by Type of Employment

Teachers		Primary Classes (1 to 5)		Middle Classes (6 to 8)		Total	
		No.	%	No.	%	No.	%
Male	Regular	151	51.5	66	52.0	217	51.7
	Contract	17	5.8	6	4.7	23	5.5
Female	Regular	108	36.9	45	35.4	153	36.4
	Contract	17	5.8	10	7.9	27	6.4
Sub-total	Regular	259	88.4	111	87.4	370	88.1
	Contract	34	11.6	16	12.6	50	11.9
Total:		293	69.8	127	30.2	420	100.0

Table V.2 – Academic Qualification (Overall)

		Matric (Arts)		Matric (Science)		FA		BA		B.Sc.		MA		M.Sc.		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Regular	Male	59	28.5	4	1.9	47	22.7	36	17.4	2	1.0	58	28.0	1	0.5	207
	Female	63	41.2	1	0.7	33	21.6	39	25.5	1	0.7	16	10.5			153
Sub-total:		122	33.9	5	1.4	80	22.2	75	20.8	3	0.8	74	20.6	1	0.3	360
Contract	Male			1	4.3	2	8.7	9	39.1	1	4.3	10	43.5			23
	Female	3	11.1			10	37.0	13	48.1			1	3.7			27
Sub-total:		3	6.0	1	2.0	12	24.0	22	44.0	1	2.0	11	22.0			50
Male Overall		59	25.7	5	2.2	49	21.3	45	19.6	3	1.3	68	29.6	1	0.4	230
Female Overall		66	36.7	1	0.6	43	23.9	52	28.9	1	0.6	17	9.4			180
Total:		125	30.5	6	1.5	92	22.4	97	23.7	4	1.0	85	20.7	1	0.2	410

Table V.3 - Academic Qualification (Mardan)

		Matric (Arts)		Matric (Science)		FA		BA		B.Sc.		MA		M.Sc.		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Regular	Male	15	23.8	2	3.2	13	23.8	10	15.9	2	3.2	19	30.2			63
	Female	13	28.9	1	2.2	9	20.0	13	28.9			9	20.0			45
Sub-total:		28	25.9	3	2.8	24	22.2	23	21.3	2	1.9	28	25.9			108
Contract	Male			1	14.3					1	14.3	5	71.4			7
	Female	1	8.3			5	41.7	6	50.0							12
Sub-total:		1	5.3	1	5.3	5	26.3	6	31.6	1	5.3	5	26.3			19
Male Overall		15	21.4	3	4.3	15	21.4	10	14.3	3	4.3	24	34.3			70
Female Overall		14	24.6	1	1.8	14	24.6	19	33.3			9	15.8			57
Total:		29	22.8	4	3.1	29	22.8	29	22.8	3	2.4	33	26.0			127

Table V.4 – Academic Qualification (Lakki Marwat)

		Matric (Arts)		Matric (Science)		FA		BA		B.Sc.		MA		M.Sc.		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Regular	Male	22	45.8			8	16.7	14	29.2			4	8.3			48
	Female	14	41.2			4	11.8	12	35.3			4	11.8			34
Sub-total:		36	43.9			12	14.6	26	31.7			8	9.8			82
Contract	Male							2	66.7			1	33.3			3
	Female															
Sub-total:								2	66.7			1	33.3			3
Male Overall		22	43.1			8	15.7	16	31.4			5	9.8			51
Female Overall		14	41.2			4	11.8	12	35.3			4	11.8			34
Total:		36	42.4			12	14.1	28	32.9			9	10.6			85

Table V.5 – Academic Qualification (Lower Dir)

		Matric (Arts)		Matric (Science)		FA		BA		B.Sc.		MA		M.Sc.		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Regular	Male	4	8.0	2	4.0	7	14.0	9	18.0			27	54.0	1	2.0	50
	Female	13	29.5			19	43.2	11	25.0			1	2.3			44
Sub-total:		17	18.1	2	2.1	26	27.7	20	21.3			28	29.8	1	1.1	94
Contract	Male					2	15.4	7	53.8			4	30.8			13
	Female	1	11.1			4	44.4	4	44.4							9
Sub-total:		1	4.5			6	27.3	11	50.0			4	18.2			22
Male Overall		4	6.3	2	3.2	9	14.3	16	25.4			31	49.2	1	1.6	63
Female Overall		14	26.4			23	43.4	15	28.3			1	1.9			53
Total:		18	15.5	2	1.7	32	27.6	31	26.7			32	27.6	1	0.9	116

Table V.6 – Academic Qualification (Bata Gram)

		Matric (Arts)		Matric (Science)		FA		BA		B.Sc.		MA		M.Sc.		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Regular	Male	18	39.1			17	37.0	3	6.5			8	17.4			46
	Female	23	76.7			1	3.3	3	10.0	1	3.3	2	6.7			30
Sub-total:		41	53.9			18	23.7	6	7.9	1	1.3	10	13.2			76
Contract	Male															
	Female	1	16.7			1	16.7	3	50.0			1	16.7			6
Sub-total:		1	16.7			1	16.7	3	50.0			1	16.7			6
Male Overall		18	39.1			17	37.0	3	6.5			8	17.4			46
Female Overall		24	66.7			2	5.6	6	16.7	1	2.8	3	8.3			36
Total:		42	51.2			19	23.2	9	11.0	1	1.2	11	13.4			82

Table V.7 – Professional Qualification (Overall)

		PTC		CT		B.Ed.		Total
		No.	%	No.	%	No.	%	No.
Regular	Male	121	55.8	58	26.7	47	21.7	226
	Female	103	67.3	36	23.5	20	13.1	159
Sub-total:		224	60.5	94	25.4	67	18.1	385
Contract	Male	10	43.5	6	26.1	3	13.0	19
	Female	15	55.6	7	25.9	3	11.1	25
Sub-total:		25	50.0	13	26.0	6	12.0	44
Male Overall		131	54.6	64	26.7	50	20.8	245
Female Overall		118	65.6	43	23.9	23	12.8	184
Total:		249	59.3	107	25.5	73	17.4	429

Table V.8 – Teachers by Type of Employment during 2002-03 to 2004-05

Teachers		2002-03		2003-04		2004-05	
		No.	%	No.	%	No.	%
Male	Regular	213	57.1	218	53.6	217	51.7
	Contract	4	1.1	15	3.7	23	5.5
Female	Regular	150	40.2	153	37.6	153	36.4
	Contract	6	1.6	21	5.2	27	6.4
Overall - Regular		363	97.3	371	91.2	370	88.1
Overall - Contract		10	2.7	36	8.8	50	11.9
Total:		373	100.0	407	100.0	420	100.0

V.9 – Reasons for Vacant Sanctioned Positions

School		Teacher not appointed at the beginning of the academic year		Teacher transferred without replacement		Retired		Death of teacher		New teacher position		Others		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Primary	Boys	4	12.1	15	45.5	5	15.2	4	12.1	2	6.1	3	9.1	33
	Girls	5	8.8	30	52.6	1	1.8			13	22.8	8	14.0	57
Middle	Boys			5	41.7	1	8.3			3	25.0	3	25.0	12
	Girls	17	33.3	23	45.1			2	3.9	7	13.7	2	3.9	51
Sub-total	Boys	4	8.9	20	44.4	6	13.3	4	8.9	5	11.1	6	13.3	45
	Girls	22	20.4	53	49.1	1	0.9	2	1.9	20	18.5	10	9.3	108
Sub-total	Primary	9	10.0	45	50.0	6	6.7	4	4.4	15	16.7	11	12.2	90
	Middle	17	27.0	28	44.4	1	1.6	2	3.2	10	15.9	5	7.9	63
Total:		26	17.0	73	47.7	7	4.6	6	3.9	25	16.3	16	10.4	153

Table V.10 – Duration and Reasons of Vacant Positions - Overall

	Teacher not appointed at the beginning of the academic year		Teacher transferred without replacement		Retired		New teacher position		Others		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Less than 3 months			23	39.7	4	6.9	23	39.7	8	13.8	58
Less than 6 months	2	5.9	25	73.5	2	5.9			5	14.7	34
Less than one year	1	6.3	7	43.8	1	6.3	1	6.2	6	37.5	16
Less than three years			6	75.0			1	12.5	1	12.5	8
Three years or more	23	62.2	12	32.4					2	5.4	37
Total:	26	17.0	73	47.7	7	4.6	25	16.3	22	14.4	153

Table V.11 – Duration and Reasons of Vacant Positions – Boys Schools

	Teacher not appointed at the beginning of the academic year		Teacher transferred without replacement		Retired		New teacher position		Others		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Less than 3 months			6	40.0	4	26.7	3	20.0	2	13.3	15
Less than 6 months			9	69.2	1	7.7			3	23.0	13
Less than one year			1	14.3	1	14.3	1	14.3	4	57.1	7
Less than three years							1	50.0	1	50.0	2
Three years or more	4	50.0	4	50.0							8
Total:	4	8.9	20	44.4	6	13.3	5	11.1	10	22.2	45

Table V.12 – Duration and Reasons of Vacant Positions – Girls Schools

	Teacher not appointed at the beginning of the academic year		Teacher transferred without replacement		Retired		New teacher position		Others		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Less than 3 months			17	39.5			20	46.5	6	14.0	43
Less than 6 months	2	9.5	16	76.2	1	4.8			2	9.5	21
Less than one year	1	11.1	6	66.7					2	22.2	9
Less than three years			6	100.0							6
Three years or more	19	65.5	8	27.6					2	6.9	29
Total:	22	20.4	53	49.1	1	0.9	20	18.5	12	11.1	108

Table V.13 – Replacements for Vacant Sanctions Positions (2002-03 to 2004-05)

		Replacements	Period in which replacements made										Total	
			Immediately		Less than three months		Less than six months		Less than one year		One year or more			
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Primary	Boys	25	6	24.0	12	48.0	7	28.0					25	24.5
	Girls	47	22	46.8	15	31.9	6	12.8	2	4.3	2	4.3	47	46.1
Middle	Boys	9	5	55.6	1	11.1			2	22.2	1	11.1	9	8.8
	Girls	21	12	57.1	1	4.8	2	9.5	2	9.5	4	19.0	21	20.6
Sub-total	Boys	34	11	32.4	13	38.2	7	20.6	2	5.9	1	2.9	34	33.3
	Girls	68	34	50.0	16	23.5	8	11.8	4	5.9	6	8.8	68	66.7
Sub-total	Primary	72	28	38.9	27	37.5	13	18.1	2	2.8	2	2.8	72	70.6
	Middle	30	17	56.7	2	6.7	2	6.7	4	13.3	5	16.7	30	29.4
Total		102	45	44.1	29	28.4	15	14.7	6	5.9	7	6.9	102	100.0

Table V.14 – Nature of Action to Hold Teachers Accountable

School	Schools which filed complaint		Actions against teachers on complaint filed										
			Transferred or requested to be transferred		Inquiry initiated		Given a verbal warning		Salary temporarily discontinued		Deductions from salary		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Boys	4	8.7					1	100.0					1
Girls	6	11.8	2	33.3	2	33.3			1	16.7	1	16.7	6
Total	10	10.3	2	28.6	2	28.6	1	14.3	1	14.3	1	14.3	7

Table V.15 – Reasons for No Action Taken to Hold Teachers Accountable

School	Reasons for No Action			
	Weak legislation for effective enforcement		Teachers well-connected/political interference	
	No.	%	No.	%
Boys			3	100.0
Girls	2	66.7	1	33.3
Total	2	33.3	4	66.7

Table V.16 – Supervision by Authorities

School		Frequency of Visits by DEOs/DDEOs										Frequency of Visits by ADEOs												
		More than once a year		Once a year		Once every two years		After more than three years		Never		Total	Monthly			Once every three months		Once every three to six months		Six months to a year		After more than a year		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	
Primary	Boys	4	11.4	29	82.9	1	2.9			1	2.9	35	22	62.9	13	37.1								35
	Girls	13	34.2	15	39.5	4	10.5	3	7.9	3	7.9	38	3	7.9	11	28.9	11	28.9	9	23.7	4	10.5		38
Middle	Boys			11	100.0							11	9	81.8	2	18.2								11
	Girls	5	38.5	7	53.8	1	7.7					13			4	30.8	4	30.8	5	38.5				13
Sub-total	Boys	4	8.7	40	87.0	1	2.2			1	2.2	46	31	67.4	15	32.6								46
	Girls	18	35.3	22	43.1	5	9.8	3	5.9	3	5.9	51	3	5.9	15	29.4	15	29.4	14	27.5	4	7.8		51
Sub-total	Primary	17	23.3	44	60.3	5	6.8	3	4.1	4	5.5	73	25	34.2	24	32.9	11	15.1	9	12.3	4	5.5		73
	Middle	5	20.8	18	75.0	1	4.2					24	9	37.5	6	25.0	4	16.7	5	20.8				24
Total:		22	22.7	62	63.9	6	6.2	3	3.1	4	4.1	97	34	35.1	30	30.9	15	15.5	14	14.4	4	4.1		97

Table V.17 – Nature of Supervision by Authorities

School	Duration of visit										Tasks performed									
	Up to 30 minutes		Up to 1 hour		1 to 2 hours		More than 2 hours		Total	Observe teaching practices by visiting classrooms	Provide guidance to teachers on how to communicate concepts	Query students regarding subject being taught	Perform routine work involving examination of registers	Just has a general discussion wit the head teacher	Total					
	No.	%	No.	%	No.	%	No.	%	No.	No.	%	No.	%	No.	%	No.	%	No.		
Boys	28	60.9	11	23.9	6	13.0	1	2.2	46	3	3.1	8	8.3	9	9.4	42	43.8	34	35.4	96
Girls	35	68.6	10	19.6	3	5.9	3	5.9	51	39	20.5	35	18.4	41	21.6	50	26.3	25	13.2	190
Total	63	64.9	21	21.6	9	9.3	4	4.1	97	42	14.7	21	7.3	50	17.5	92	32.2	59	20.6	286

Table V.18 – Teacher Punctuality and Attendance as Reported by Head Teacher

School		Late arrival/early departure an issue		Regular teacher punctuality an issue		Contract teacher punctuality an issue		Teacher absenteeism a problem							
								Both regular and contract teachers		Regular teachers only		Contract teachers only		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Primary	Boys	9	25.7	9	100.0	3	75.0	2	22.2	7	77.8			9	23.1
	Girls	13	34.2	10	76.9	5	83.3	5	31.3	10	62.5	1	6.3	16	41.0
Middle	Boys	5	45.5	5	100.0	1	50.0	2	33.3	4	66.7			6	15.4
	Girls	4	30.8	4	100.0	1	50.0	5	62.5	3	37.5			8	20.5
Sub-total	Boys	14	30.4	14	100.0	4	66.7	4	26.7	11	73.3			15	32.6
	Girls	17	33.3	14	82.4	6	75.0	10	41.7	13	54.2	1	4.2	24	47.1
Sub-total	Primary	22	30.1	19	86.4	8	80.0	7	28.0	17	68.0	1	4.0	25	34.2
	Middle	9	37.5	9	100.0	2	50.0	7	50.0	7	50.0			14	58.3
Total		31	32.0	28	90.3	10	71.4	14	35.9	24	61.5	1	2.6	39	40.2

Table V.19 – Teachers Absent on Day of Survey

Type of Teachers		Absent		Prior Notice Given	
		No.	%	No.	%
Regular	Male	34	15.7	12	35.3
	Female	43	28.1	29	67.4
Contract	Male	2	8.7	1	50.0
	Female	10	37.0	8	80.0
Sub-total	Male	36	15.0	13	36.1
	Female	53	29.4	37	69.8
Total:		89	21.2	50	56.2

Table V.20 – Reasons for Teacher Absenteeism as Reported by Head Teacher

School	Not being penalized for casual attitude towards duty		School too far away from home		Poor transport or road connection to school		Have to perform household chores		Heath reasons/personal engagements		Backing of influentials		Others		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Boys	1	1.1	9	9.8	14	15.2			61	66.3	3	3.3	4	4.3	92
Girls	1	1.0	8	7.8	14	13.7	6	5.9	73	71.6					102
Total	2	1.0	17	8.8	28	14.4	6	3.1	134	69.1	3	1.5	4	2.1	194

Table V.21 – Reasons for Teacher Absenteeism as reported by Teachers Interviewed

School	Not being penalized for casual attitude towards duty		Poor transport or road connection to school		School too far away from home		Have to perform household chores/ Heath reasons		Personal engagements		Miscellaneous		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	1	0.5	42	19.4	25	11.6	72	33.3	74	34.3	2	0.9	216	51.8
Girls	3	1.5	27	13.4	17	8.5	94	46.8	60	29.9			201	48.2
Total	4	1.0	69	16.5	42	10.1	166	39.8	134	32.1	2	0.5	417	100.0

Table V.22 – Measures to Improve Teacher Attendance as reported by Head Teacher

School	Effective disciplinary mechanisms		Better transport/road connection to school		Appointment of locals to schools		Miscellaneous		Total
	No.	%	No.	%	No.	%	No.	%	No.
Boys	3	10.0	11	36.7	10	33.3	6	20.0	30
Girls	14	29.8	13	27.7	19	40.4	1	2.1	47
Total	17	22.1	24	31.2	29	37.7	7	9.1	77

Table V.23 – Measures to Improve Attendance of Regular Teachers as Reported by Teachers

School	Effective disciplinary mechanisms		Better career paths (promotion opportunities)		Posting them to schools closer to their residence		Miscellaneous		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	13	6.1	105	49.5	86	40.6	8	3.8	212	52.2
Girls	27	13.9	91	46.9	63	32.5	13	6.7	194	47.8
Total	40	9.9	196	48.3	149	36.7	21	5.2	406	100.0

Table V.24 – Teacher Punctuality on Day of Survey (Overall)

School	Teachers who arrived on time		Teachers who arrived half an hour late		Teachers who arrived more than an hour late	
	No.	%	No.	%	No.	%
Boys	120	58.8	80	39.2	4	2.0
Girls	96	75.6	26	20.5	5	3.9
Total	216	65.3	106	32.0	9	2.7

Table V.25 – Teacher Residence, Time Taken to Reach School and Mode of Transportation

School	Residence				Time taken to reach school					Mode of transportation																		
	This village		This union council		This tehsil		This district		15 mins or less	Up to half an hour	Up to one hour	More than one hour	Walk	Bicycle	Bus/public transport	Motorcycle	Tonga	Misc.										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%								
Boys	98	40.8	48	20.0	69	28.8	25	10.4	79	32.9	59	24.6	87	36.3	15	6.3	98	40.8	34	14.2	106	44.2	2	0.8				
Girls	92	51.1	23	12.8	49	27.2	16	8.9	88	48.9	32	17.8	32	17.8	28	15.6	88	48.9			84	46.7	2	1.1	5	2.8	10	5.6
Total	190	45.2	71	16.9	118	28.1	41	9.8	167	39.8	91	21.7	119	28.3	43	10.2	186	44.3	34	8.1	190	45.2	4	1.0	5	1.2	10	2.4

Table V.26 – Travel time by Teacher Residence – Overall

Teacher residence	Time taken to reach school							
	15 minutes or less		Up to half an hour		Up to one hour		More than an hour	
	No.	%	No.	%	No.	%	No.	%
This village	152	80.0	34	17.9	3	1.6	1	0.5
This union council	10	14.1	33	46.5	28	39.4		
This tehsil	4	3.4	22	18.6	69	58.5	23	19.5
This district	1	2.4	2	4.9	19	46.3	19	46.3
Total	167	39.8	91	21.7	119	28.3	43	10.2

Table V.27 – Reasons for Lack of Punctuality of Teachers

School	Have to perform household chores		Poor transport or road conditions to school		Dependent on inadequate public transport		Miscellaneous		Total
	No.	%	No.	%	No.	%	No.	%	No.
Boys	1	3.6	13	46.4	12	42.9	2	7.1	28
Girls	8	22.2	15	41.7	9	25.0	4	11.1	36
Total	9	14.1	28	43.8	21	32.8	6	9.4	64

Table V.28 – Travel Time by Teacher Residence - Overall

Teacher Type	Time taken to reach school							
	15 minutes or less		Up to half an hour		Up to one hour		More than an hour	
	No.	%	No.	%	No.	%	No.	%
Regular	151	40.8	81	21.9	109	29.5	29	7.8
Contract	16	32.0	10	20.0	10	20.0	14	28.0
Total	167	39.8	91	21.7	119	28.3	43	10.2

Table V.29 – Teacher Residence, Time Taken to Reach School and Mode of Transportation

School	Residence								Time taken to reach school								Mode of transportation											
	This village		This union council		This tehsil		This district		15 mins or less		Up to half an hour		Up to one hour		More than one hour		Walk		Bicycle		Bus/public transport		Motorcycle		Tonga		Misc.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Regular	168	45.4	67	18.1	98	26.5	37	10.0	151	40.8	81	21.9	109	29.5	29	7.8	168	45.4	28	7.6	165	44.6	3	0.8	5	1.4	10	2.7
Contract	22	44.0	4	8.0	20	40.0	4	8.0	16	32.0	10	20.0	10	20.0	14	28.0	18	36.0	6	12.0	25	50.0	1	2.0				
Total	190	45.2	71	16.9	118	28.1	41	9.8	167	39.8	91	21.7	119	28.3	43	10.2	186	44.3	34	8.1	190	45.2	4	1.0	5	1.2	10	2.4

Table V.30 – Teacher Attendance and Punctuality as Reported by Students

School	Regularity		Punctuality	
	No.	%	No.	%
Boys	41	89.1	40	87.0
Girls	48	94.1	44	86.3
Total	89	91.8	84	86.6

Table V.31 – Textbook Distribution and Impact on Enrolment as Reported by PTAs

School Type	Textbooks received		On-time		Outcomes						
					Improvement in student enrolment		Improvement in student attendance		Reduction in number of drop-outs		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Boys	32	91.4	23	71.9	22	51.2	15	34.9	6	14.0	43
Girls	36	94.7	16	44.4	30	78.9	6	15.8	2	5.3	38
Total	68	93.2	39	57.4	52	64.2	21	25.9	8	9.9	81

Table V.32 – Classwise Enrolment over 2002-03 to 2004-05 in Primary Schools - Girls

Class	2002-03	2003-04	2004-05	2002-03 to 2005
	No.	No.	No.	% increase
Kachi	1,471	1,527	1,847	25.6
1	819	972	1,048	28.0
2	640	661	764	19.4
3	595	608	611	2.7
4	523	586	579	10.7
5	451	516	602	33.5
Total	4,499	4,870	5,451	21.2

Table V.33 – Classwise Enrolment over 2002-03 to 2004-05 in Middle Schools - Girls

Class	2002-03	2003-04	2004-05	2002-03 to 2005
	No.	No.	No.	% increase
6	243	286	352	44.9
7	204	193	244	19.6
8	150	156	155	3.3
Total	597	635	751	25.8

Table V.34 – Classwise Enrolment over 2002-03 to 2004-05 in Primary Schools - Boys

Class	2002-03	2003-04	2004-05	2002-03 to 2005
	No.	No.	No.	% increase
Kachi	1,276	1,345	1,567	22.8
1	1,188	1,177	1,163	(2.1)
2	962	994	1,144	18.9
3	945	895	946	0.1
4	859	936	916	6.6
5	861	870	981	13.9
Total	6,091	6,217	6,717	10.3

Table V.35 – Classwise Enrolment over 2002-03 to 2004-05 in Middle Schools - Boys

Class	2002-03	2003-04	2004-05	2002-03 to 2005
	No.	No.	No.	% increase
6	396	429	424	7.1
7	334	358	376	12.6
8	357	324	340	(4.8)
Total	1,087	1,111	1,140	4.9

Table V.36 – Impact of Abolition of School Fees as Reported by PTAs

School	Improvement in student enrolment		Reduction in the number of drop-outs		Other impact		No impact		Total
	No.	%	No.	%	No.	%	No.	%	No.
Boys	23	47.9	12	25.0	8	16.7	5	10.4	48
Girls	29	58.0	6	12.0	10	20.0	5	10.0	50
Total	52	53.1	18	18.4	18	18.4	10	10.2	98

Table V.37 – Functions of PTA

School	Improving community attitude towards value of education		Encouraging parents to enroll their children in schools / convincing parents of the importance of female education		Checking student drop-outs		Providing schools with basic facilities / providing consumables		Monitoring teacher presence and reporting to the relevant authority		Handling any complaints against teachers / hiring teachers for filling short-term vacancies		Overseeing work being carried out in schools under different government programs		Supporting extra-curricular activities		Observing classroom teaching practices		Others		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	10	10.6	19	20.2	6	6.4	55	58.5					3	3.2					1	1.1	94	46.5
Girls	16	14.8	24	22.2	2	1.9	57	52.8	1	0.9	1	0.9	1	0.9	2	1.9	2	1.9	2	1.9	108	53.5
Total	26	12.9	43	21.3	8	4.0	112	55.4	1	0.5	1	0.5	4	2.0	2	1.0	2	1.0	3	1.5	202	100.0

Table V.38 – Construction of Facilities under IRP

School		New construction		Based on local priorities	
		No.	%	No.	%
Primary	Boys	2	5.7	2	5.7
	Girls	5	13.2	5	13.2
Middle	Boys	1	9.1	1	9.1
	Girls	1	7.7	1	7.7
Sub-total	Boys	3	6.5	3	6.5
	Girls	6	11.8	6	11.8
Sub-total	Primary	7	9.6	7	9.6
	Middle	2	8.3	2	8.3
Total:		9	9.3	9	9.3

Table V.39 – Facilities Provided to Schools during 2002-03 to 2004-05 under IRP

School		Construction of new classrooms	Toilets for students	Drinking water facility	Boundary walls
		No.	No.	No.	No.
Primary	Boys		1		1
	Girls	1	2	2	1
Middle	Boys				
	Girls				
Sub-total	Boys		1		1
	Girls	1	2	2	1
Sub-total	Primary	1	3	2	2
	Middle				
Total:		1	3	2	2

Table V.40 – Physical Facilities (For Primary Schools)

Facilities			Condition of Facility					
			Good		Needs Repair		Poor	
	No.	%	No.	%	No.	%	No.	%
Classrooms with fans	175	37.1	115	65.7	48	27.4	12	6.9
Classrooms without fans	86	18.2	24	27.9	38	44.2	24	27.9
No. of classes without rooms	211	44.7						
Blackboards	357		172	48.2	135	37.8	50	14.0
Toilets	82		32	39.0	35	42.7	15	18.3
Drinking water facilities	40	54.8						
Boundary wall	50	68.5						

Table V.41– Physical Facilities (For Middle Schools)

Facilities			Condition of Facility					
			Good		Needs Repair		Poor	
	No.	%	No.	%	No.	%	No.	%
Classrooms with fans	55	73.3	39	70.9	16	29.1		
Classrooms without fans	18	24.0	6	33.3	11	61.1	1	5.6
No. of classes without fans	2	2.7						
Blackboards	90		55	61.1	29	32.2	6	6.7
Toilets	32		16	50.0	12	37.5	4	12.5
Drinking water facilities	14	58.3						
Boundary wall	20	83.3						

Table V.42 – School Construction

School		Pucca		Semi-pucca		Kucha	
		No.	%	No.	%	No.	%
Primary	Boys	34	97.1	1	2.9		
	Girls	35	92.1	3	7.9		
Middle	Boys	11	100.0				
	Girls	13	100.0				
Sub-total	Boys	45	97.8	1	2.2		
	Girls	48	94.1	3	5.9		
Sub-total	Primary	69	94.5	4	5.5		
	Middle	24	100.0				
Total:		93	95.9	4	4.1		

Table V.43– Physical Facilities (For Boys Schools)

Facilities			Condition of Facility					
			Good		Needs Repair		Poor	
	No.	%	No.	%	No.	%	No.	%
Classrooms with fans	124	46.1	71	57.3	41	33.1	12	9.7
Classrooms without fans	48	17.8	3	6.3	25	52.1	20	41.7
No. of classes without rooms	97	36.1						
Blackboards	249		108	43.4	100	40.2	41	16.5
Toilets	32		8	25.0	17	53.1	7	21.9
Drinking water facilities	21	45.7						
Boundary wall	24	52.2						

Table V.44– Physical Facilities (For Girls Schools)

Facilities			Condition of Facility					
			Good		Needs Repair		Poor	
	No.	%	No.	%	No.	%	No.	%
Classrooms with fans	106	38.1	83	78.3	23	21.7		
Classrooms without fans	56	20.1	27	48.2	24	42.9	5	8.9
No. of classes without rooms	116	41.7						
Blackboards	198		119	60.1	64	32.3	15	7.6
Toilets	82		40	48.8	30	36.6	12	14.6
Drinking water facilities	33	64.7						
Boundary wall	46	90.2						

Table V.45 – Physical Facilities – Availability and Distribution of Furniture

School		Students with sitting space										Students with writing space										Distribution of furniture					
		Less than 10%		Up to 25%		Up to 50%		Up to 75%		More than 75%		Less than 10%		Up to 25%		Up to 50%		Up to 75%		More than 75%		Given only to children of senior classes	Some classes have desks and chairs while children of other classes sit on the floor	Other			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				No.	%	No.
Primary	Boys	2	22.2	5	55.6	2	22.2					2	22.2	5	55.6	2	22.2					9	100.0				
	Girls	1	20.0	2	40.0	1	20.0			1	20.0	1	20.0	2	40.0	1	20.0			1	20.0	3	60.0	1	20.0	1	20.0
Middle	Boys	3	50.0					1	16.7	2	33.3	3	50.0					1	16.7	2	33.3	4	66.7	1	16.7	1	16.7
	Girls			4	57.1			1	14.3	2	28.6			4	57.1			1	14.3	2	28.6	6	85.7	1	14.3		
Sub-total	Boys	5	33.3	5	33.3	2	13.3	1	6.7	2	13.3	5	33.3	5	33.3	2	13.3	1	6.7	2	13.3	13	86.7	1	6.7	1	6.7
	Girls	1	8.3	6	50.0	1	8.3	1	8.3	3	25.0	1	8.3	6	50.0	1	8.3	1	8.3	3	25.0	9	75.0	2	16.7	1	16.7
Sub-total	Primary	3	21.4	7	50.0	3	21.4			1	7.1	3	21.4	7	50.0	3	21.4			1	7.1	12	85.7	1	7.1	1	7.1
	Middle	3	23.1	4	30.8			2	15.4	4	30.8	3	23.1	4	30.8			2	15.4	4	30.8	10	76.9	2	15.4	1	15.4
Total:		6	22.2	11	40.7	3	11.1	2	7.4	5	18.5	6	22.2	11	40.7	3	11.1	2	7.4	5	18.5	22	81.5	3	11.1	2	7.4

Table V.46 – Teacher Training I

School		Teachers who attended training course		Training course last attended									
				Up to 3 months ago		6 months ago		1 – 2 years ago		3 or more years ago		Never	
		No.	%	No.	No.	%	No.	%	%	No.	%	No.	%
Primary	Boys	129	76.8	5	3.9	17	13.2	66	51.2	41	31.8		
	Girls	89	71.2	4	4.5	21	23.6	51	57.3	13	14.6		
Middle	Boys	33	45.8			10	30.3	16	48.5	7	21.2		
	Girls	26	47.3	4	15.4	8	30.8	11	42.3	3	11.5		
Sub-total	Boys	162	67.5	5	3.1	27	16.7	82	50.6	48	29.6		
	Girls	115	63.9	8	7.0	29	25.2	62	53.9	16	13.9		
Sub-total	Primary	218	74.4	9	4.1	38	17.4	117	53.7	54	24.8		
	Middle	59	46.5	4	6.8	18	30.5	27	45.8	10	16.9		
Total:		277	66.0	13	4.7	56	20.2	144	52.0	64	23.1		

Table V.47 – Teacher Training II

School		At least one teacher trained in last two years		Head Teachers trained in admin. & financial powers	
		No.	%	No.	%
Primary	Boys	32	91.4	31	88.6
	Girls	34	89.5	30	78.9
Middle	Boys	11	100.0	9	81.8
	Girls	10	76.9	7	53.8
Sub-total	Boys	43	93.5	40	87.0
	Girls	44	86.3	37	72.5
Sub-total	Primary	66	90.4	61	83.6
	Middle	21	87.5	16	66.7
Total:		87	89.7	77	79.4

Table V.48 – Funds from District Governments

	Source of Funding										
	District Government		Teachers Contribution		PTA		N/A – Facility not available		Other		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Repairs											
Furniture	21	21.6			44	45.4	31	32.0	1	1.0	97
Walls, floors, toilets	21	21.6			69	71.1	6	6.2	1	1.0	97
Other equipment (fans, blackboards etc	20	20.6	1	1.0	74	76.3	2	2.1			97
Whitewash	5	5.2	1	1.0	89	91.8	2	2.1			97
Recurring Expenditure											
Utility bills e.g. electricity (if applicable)	78	80.4	1	1.0	1	1.0	17	17.5			97
Purchase of Furniture	95	97.9			2	2.1					97
Consumables											
Supplementary reading material, atlas etc.	64	66.0			24	24.7	9	9.3			97
Chalk	2	2.1			95	97.9					97
Stationery	2	2.1			95	97.9					97

Table V.49 – Receipt of Funds from District Government

School		Timely receipt		Frequency of Transfers									
				Quarterly or earlier		After every six months		Between six months to a year		After more than a year		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Primary	Boys	2	5.7			2	5.7	11	31.4	22	62.9	35	36.1
	Girls	12	31.6			6	15.8	14	36.8	18	47.4	38	39.2
Middle	Boys					1	9.1	5	45.5	5	45.5	11	11.3
	Girls	4	30.8					5	38.5	8	61.5	13	13.4
Sub-total	Boys	2	4.3			3	6.5	16	34.8	27	58.7	46	47.4
	Girls	16	31.4			6	11.8	19	37.3	26	51.0	51	52.6
Sub-total	Primary	14	19.2			8	11.0	25	34.2	40	54.8	73	75.3
	Middle	4	16.7			1	4.2	10	41.7	13	54.2	24	24.7
Total:		18	18.6			9	9.3	35	36.1	53	54.6	97	100.0

Table V.50 – Factors Important for Improving Quality of Schooling as Reported by Head Teacher

School	Teacher presence		Empower head teacher to discipline teachers		Better qualified teachers		Performance based rewards		Improved in-service training of teachers		Better textbooks and teaching guides		Academic support/guidance on teaching by supervisory staff		Upgrading of essential infrastructure/ Furniture for children		Teacher attitude		Others		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boys			2	1.4	12	8.7	31	22.5	9	6.5	9	6.5	7	5.1	64	46.4	1	0.7	3	2.2	138	47.4
Girls	9	5.9	2	1.3	13	8.5	23	15.0	6	3.9	7	4.6	5	3.3	74	48.4			14	9.2	153	52.6
Total	9	3.1	4	1.4	25	8.6	54	18.6	15	5.2	16	5.5	12	4.1	138	47.4	1	0.3	17	5.8	291	100.0

Table V.51 – Factors Important for Improving Quality of Schooling as reported by Teachers Interviewed

School	Teacher presence		Better qualified teachers		Performance based rewards		Improved in-service training of teachers		Better textbooks and teaching guides		Academic support/guidance on teaching by supervisory staff		Upgrading of essential infrastructure		Teacher attitude		Miscellaneous		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	3	1.0	60	19.2	84	26.8	22	7.0	22	7.0	9	2.9	102	32.6	6	1.9	5	1.6		313
Girls	23	8.1	50	17.5	54	18.9	15	5.3	25	8.8	20	7.0	80	28.1	3	1.1	15	5.3		285
Total	26	4.3	110	18.4	138	23.1	37	6.2	47	7.9	29	4.8	182	30.4	9	1.5	20	3.3		598

Table V.52 – Impact of New Recruitment Policy

School	Improved Student Outcomes						Improved attendance of regular teachers	
	From contract recruitments		From raising teacher qualification requirements		Recruitment of locally available teachers			
	No.	%	No.	%	No.	%	No.	%
Boys	12	92.3	9	69.2	8	61.5	6	46.2
Girls	15	83.3	16	88.9	11	61.1	10	55.6
Total	27	87.1	25	80.6	19	61.3	16	51.6

Table V.53 – Teacher Job Satisfaction

School	Degree of job satisfaction						Reasons for dissatisfaction																			
	Satisfied		Moderately satisfied		Dissatisfied		Inadequate salaries		Poor school infrastructure		Inadequate teaching supplies		Shortage of teachers		Irregular/unreliable salary payments		School too far away		Behaviour of education department officials		Poor promotion prospects		Misc.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	84	79.2	12	11.3	10	9.4	5	11.1	8	17.8	1	2.2	1	2.2	8	17.8	8	17.8	2	4.4	9	20.0	3	6.7	45	46.4
Girls	73	75.3	22	22.7	2	2.1	3	5.8	4	7.7	3	5.8	7	13.5	4	7.7	14	26.9	3	5.8	8	15.4	6	11.5	52	53.6
Total	157	77.3	34	16.7	12	5.9	8	8.2	12	12.4	4	4.1	8	8.2	12	12.4	22	22.7	5	5.2	17	17.5	9	9.3	97	100.0

Table V.54 – Rewards in Place for Teacher Performance

School	System of incentives		Award received		Recommended basis of award											
					Results in public exams		Results in tests administered by third parties		Years of teaching experience		Teachers should be given higher salary/grade for enhancing qualifications		Completing in-service training courses		Total	
	No.	%	No.	%												
Boys	1	2.2	1	100.0	28	48.3	27	46.6			3	5.2			58	40.6
Girls	1	2.0	1	100.0	23	27.1	20	23.5	7	8.2	30	35.3	5	5.9	85	59.4
Total	2	2.1	2	100.0	51	35.7	47	32.9	7	4.9	33	23.1	5	3.5	143	100.0

Table V.55 – Other Responsibilities of Teachers as Reported by Teachers

School	Responsibilities assigned												Total
	Election duties		Invigilation of Board exams		Immunization campaigns		Universal Primary Education enrolment drives		Miscellaneous		None		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Boys	72	63.7	38	33.6	1	0.9			2	1.8			113
Girls	50	64.9	23	29.9	1	1.3			2	2.6	1	1.3	77
Total	122	64.2	61	32.1	2	1.1			4	2.1	1	0.5	190

Table V.56 – Level of Textbook Completion during Academic Year

School		Completely		Most of them	
		No.	%	No.	%
Primary	Boys	28	80.0	7	20.0
	Girls	26	68.4	12	31.6
Middle	Boys	9	81.8	2	18.2
	Girls	12	92.3	1	7.7
Sub-total	Boys	37	80.4	9	19.6
	Girls	38	74.5	13	25.5
Sub-total	Primary	54	74.0	19	26.0
	Middle	21	87.5	3	12.5
Total:		75	77.3	22	22.7

Table V.57 – Student Absenteeism and Time Taken to Reach School

School	Student absenteeism a problem		Time taken to reach school							
			15 minutes		Around half an hour		Half an hour to an hour		More than an hour	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	18	39.1	21	45.7	25	54.3				
Girls	29	56.9	29	56.9	21	41.2	1	2.0		
Total	47	48.5	50	51.5	46	47.4	1	1.0		

Table V.58 – Student Absenteeism

School	Enrolment	Students absent	
		No.	%
Primary	12,168	1,533	12.6
Middle	1,891	288	15.2
Overall	14,059	1,821	12.9

Table V.59 – Classwise Enrolment in Primary Schools – Boys Schools

Class	No. of Sections	Students enrolled		Students absent	
		No.	No.	%	%
Kachi	40	1,567	23.3	150	9.6
1	39	1,163	17.3	113	9.7
2	40	1,144	17.0	133	11.6
3	38	946	14.1	97	10.3
4	37	916	13.6	96	10.5
5	40	981	14.6	93	9.5
Total	234	6,717	100.0	682	10.2

Table V.60 – Classwise Enrolment in Middle Schools – Boys Schools

Class	No. of Sections	Students enrolled		Students absent	
		No.	No.	%	%
6	13	424	37.2	45	10.6
7	11	376	33.0	43	11.4
8	11	340	29.8	101	29.7
Total	35	1,140	100.0	189	16.6

Table V.61 – Classwise Enrolment in Middle Schools – Girls Schools

Class	No. of Sections	Students enrolled		Students absent	
		No.	No.	%	%
6	14	352	46.9	52	14.8
7	13	244	32.5	30	12.3
8	12	155	20.6	17	11.0
Total	39	751	100.0	99	13.2

Table V.62 – Classwise Enrollment in Primary Schools – Girls Schools

Class	No. of Sections	Students enrolled		Students absent	
		No.	No.	%	%
Kachi	44	1,847	33.9	321	17.4
1	41	1,048	19.2	167	15.9
2	39	764	14.0	132	17.3
3	38	611	11.2	87	14.2
4	38	579	10.6	83	14.3
5	38	602	11.0	61	10.1
Total	238	5,451	100.0	851	15.6

Table V.63 – Pattern of Student Drop-out

School		Kachi		1		2		3		4		5		6		7		8		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Primary	Boys	34	94.4	1	2.8							1	2.8							36
	Girls	30	71.4	2	4.8					2	4.8	8	19.0							42
Middle	Boys	1	12.5											2	25.0			5	62.5	8
	Girls													3	23.1	1	7.7	9	69.2	13
Sub-total	Boys	35	79.5	1	2.3							1	2.3	2	4.5			5	11.4	44
	Girls	30	54.5	2	3.6					2	3.6	8	14.5	3	5.5	1	1.8	9	16.4	55
Sub-total	Primary	64	82.1	3	3.8					2	2.6	9	11.5							78
	Middle	1	4.8											5	23.8	1	4.8	14	66.7	21
Total:		65	65.7	3	3.0					2	2.0	9	9.1	5	5.1	1	1.0	14	14.1	99

Table V.64 – Time Taken by Students to Reach School

School	Less than 15 minutes		15 minutes to half an hour		Half an hour to an hour		More than an hour	
	No.	%	No.	%	No.	%	No.	%
Boys	28	60.9	18	39.1				
Girls	39	76.5	11	21.6	1	2.0		
Total	67	69.1	29	29.9	1	1.0		

Appendix-VI: Tables Comparing Survey Findings with EMIS Data

Table-1: Schools not covered for comparison of data sets

School code	School Name provided	School name by EMIS according to the school code	Gender	Reason for excluding school from analysis
33493	GMS Gal	GMS Dhall	Boys	Note 1 below
33590	GMS Char Guli	GMS Ghaz Kily	Boys	Note 1 below
34790	GGPS Maina Banda	GGMS Serai Naurang	Girls	Note 1 below
26439	GBPS Kandoli	GPS PIRHARI	Boys	Note 1 below
28653/18781	GBPS Village Char Guli	GGPS KUND BATTAL	Girls	Note 1 below
19083/29126	GGPS Ch. Muhalla Babu Khel	GPS LEGRA MADA KHEL	Boys	Note 1 below
31647/19130	GBPS Jhanday	GGPS CHEAL BANDA	Girls	Note 1 below
28851	GGPS Ghazni Khel # 1	GPS QASAM KHAIL	Boys	Note 1 below
37002	GGMS Pepil	GGMS PIPAL	Girls	EMIS information for 2002-03 and 2003-04 could not be obtained
Note 1: EMIS code obtained from school did not match with data in EMIS database for the school name specified				

Table-2: District-wise data from school survey and EMIS database

School	2002-2003						2003-2004						2004-2005					
	Enrolment			Teachers			Enrolment			Teachers			Enrolment			Teachers		
	EMIS	Survey	EMIS-Survey [2-3]	EMIS	Survey	EMIS-Survey [5-6]	EMIS	Survey	EMIS-Survey [8-9]	EMIS	Survey	EMIS-Survey [11-12]	EMIS	Survey	EMIS-Survey [14-15]	EMIS	Survey	EMIS-Survey [17-18]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Batagram Primary	1217	1034	183	49	53	-4	1308	1177	131	49	56	-7	1354	1279	75	51	52	-1
Batagram Middle	261	270	-9	23	23	0	245	278	-33	23	27	-4	181	177	4	19	20	-1
Dir Lower Primary	2194	2091	103	66	67	-1	2287	2177	110	65	66	-1	2498	2407	91	77	79	-2
Dir Lower Middle	234	222	12	36	27	9	316	327	-11	36	34	2	327	330	-3	35	34	1
Lakki Marwat Primary	1232	1104	128	47	46	1	1237	1128	109	47	49	-2	1321	1287	34	56	51	5
Lakki Marwat Middle	301	379	-78	35	31	4	301	397	-96	35	32	3	303	377	-74	29	28	1
Mardan Primary	2161	2517	-356	60	68	-8	2216	2612	-396	59	69	-10	2561	2696	-135	75	77	-2
Mardan Middle	470	440	30	17	14	3	509	450	59	16	17	-1	551	523	28	19	15	4

Table-3: District-wise summary of teacher strength

Summary Table (Teachers)	2003-04			2004-05		
	EMIS Total	Survey Total	EMIS- Survey	EMIS Total	Survey Total	EMIS- Survey
Batagram	72	83	-11	70	72	-2
Dir Lower	101	100	1	112	113	-1
Lakki Marwat	82	81	1	85	79	6
Mardan	75	86	-11	94	92	2

Table-4: District-wise summary of teacher strength

Summary Table (Teachers)	2003-04				2004-05			
	EMIS Total	Survey Total	% Changes	EMIS- Survey	EMIS Total	Survey Total	% Changes	EMIS- Survey
Batagram	72	83	-13.3%	-11	70	72	-2.8%	-2
Dir Lower	101	100	1.0%	1	112	113	-0.9%	-1
Lakki Marwat	82	81	1.2%	1	85	79	7.6%	6
Mardan	75	86	-12.8%	-11	94	92	2.2%	2

Table-5: Differences in enrollments between the two data sets

Diffs. In Enrl. in % - EMIS and Survey	2002-03	2003-04	2004-05
Batagram Primary	17.7%	11.1%	5.9%
Batagram Middle	-3.3%	-11.9%	2.3%
Dir Lower Primary	4.9%	5.1%	3.8%
Dir Lower Middle	5.4%	-3.4%	-0.9%
Lakki Marwat Primary	11.6%	9.7%	2.6%
Lakki Marwat Middle	-20.6%	-24.2%	-19.6%
Mardan Primary	-14.1%	-15.2%	-5.0%
Mardan Middle	6.8%	13.1%	5.4%

Positive (+ve) % means that the figures in the EMIS data are greater than those in the survey data.